

# Skill Acquisition Written Program

**Weight: 30% of final grade**

## Goal of the Activity

To provide the student with the opportunity to conduct relevant assessments to develop and implement a skill building program. In addition, the college student will be expected to train placement site staff on the methods used.

## Instructions

Develop a **skill building** program for a client.

Ensure the placement supervisor approves the program. Start with a discussion in your first week of placement about the ideas that you have before you start the program. Once the plan has been developed, share it with the on-site supervisor before you start to implement the plan. Following implementation, have the on-site supervisor complete a live evaluation of your skills.

Please use the template that is provided, or the templates that are used by the agency for the program. The report should not include any identifying information about the individual with ASD.

## Section 1: Background Information

Introduce the individual by summarizing relevant background information. This section includes a brief description of the individual with ASD including their age, gender, diagnosis, and setting/situation (e.g., grade at school, type of service from Placement Agency- IBI or ABA-Based Services). Remember; protect the confidentiality of the individual.

## Section 2: Rationale

In this section you will provide the rationale for the skill acquisition goal you have selected.

Goal – select only ONE for this assignment

<b>Assessment results</b>	By looking at the IEP/ISP or other available planning documents (VBMAPP, ABLLS) and talking to the team, describe any assessments that were completed that led to the selection of this goal as a teaching target.
<b>Individual preferences</b>	Describe the individual's preferences that you have observed. Describe how you plan to incorporate them into your work with the individual. Identify potential reinforcers for the program based on the interviews and observations. List a minimum of 5, and provide justification on how you know they will be

	effective. If you completed a preference assessment, include the results here.
<b>Current repertoires</b>	List the skills the individual already has that make him/her ready to learn this new skill.
<b>Best available scientific evidence</b>	Include a minimum of three research articles that were found that support the use of the techniques you are proposing in your treatment plan. This section should be 2 paragraphs long, and should be summarized to link the articles together to form a justification for the procedure you are using as a result of your assessment.
<b>Supporting environments</b>	What is currently occurring in the environment or what supports (i.e., visuals, individual teaching, peer support, etc.) are in place in the environment in order to make this teaching program work?
<b>Constraints</b>	List any constraints that may limit the use of certain techniques or the consistency of the approach. Include any environmental barriers, staffing limitations, etc. Be professional and use factual points.
<b>Social validity</b>	Describe why this skill is valuable for the individual. What impact does it have for the individual both short- and long-term individually, with peers, with adults, etc. Include a brief description of why this procedure is acceptable for use in this setting.

### Section 3: Baseline Results

<b>Operational Definition</b>	Include an operational definition for the behaviour. **Remember, this includes the operational definition of the behaviour that you are going to measure BEFORE implementation of treatment. This is not the behavioural objective.
<b>Setting</b>	Describe the length of time when baseline was taken, including the environments, and data collectors.
<b>Materials</b>	Indicate the materials required to take the data. Include the data collection sheet you have used or created in the appendices.
<b>Procedure</b>	Describe the procedure to collect data for the baseline. For a skill building program, include a description of the direct assessment methods you used to determine the individual's skill level. <u>Include the raw data</u> from the assessment in your appendix. This can include a scanned or typed version.

## Section 4: Intervention

For the written program, the agency/school template can be used if there is one that exists (ensure the information below is included; add sections if needed). If a template does not exist, please use the guidelines below to create a template.

Based on the results of the baseline assessment above, choose a goal for your program.

Under the following headings, explain the teaching procedures that you plan to implement with the individual to achieve the goal you have described above, and will clearly define below in the behavioural objective.

<b>Behavioural Objective</b>	Include the 4 components of a behavioural objective for the target skill.
<b>Operational Definition or Task Analysis</b>	Provide a clear operational definition of the behaviour, or complete the task analysis for the skill if appropriate.
<b>Intervention schedule</b>	When is will the skill be taught? Who is doing the teaching?
<b>Location of intervention</b>	Where does the teaching take place?
<b>Materials</b>	All materials required to teach the skill.
<b>Baseline Summary</b>	Summarize the data collected during the baseline assessment. This should only be a few sentences in length and be clearly linked to section C of the assignment. Include a graph of baseline results.
<b>Procedure</b>	Write step-by-step instructions that include all of the steps in the teaching procedure.
<b>Prompts</b>	What prompts are being used? How do you plan on fading them?
<b>Reinforcement</b>	What reinforcement schedule is being used?
<b>Error Correction</b>	Write out formal steps for an error correction procedure that you think could be effective for the individual.
<b>Data Collection</b>	Write step-by-step instructions that include all steps required to collect data. Include how to collect the data, and how to graph the data.
<b>Mastery and Revision Criteria</b>	Describe what level of performance would indicate the individual was ready to advance to the next step of the program. Also indicate what level of performance would indicate the teaching plan should be revised.
<b>Generalization</b>	List a minimum of three generalization steps to teach the child once the program has been mastered.

## Section 5: Data Presentation

<b>Summary</b>	Describe the data taken to this point (end of placement) in 1-2 paragraphs and describe what the data is indicating (i.e., continue, revise, mastered).
<b>Graph</b>	Include a line graph of the data that includes baseline and intervention.

## Section 6: Live Implementation

Implement the program, and have your on-site supervisor either watch one teaching session or comment on the teaching sessions you have done throughout the placement in regards to this program. Have the on-site supervisor watch while filling out the form titled, "Live Implementation Scoring Guide." Include the form in the appendix.

## Section 7: Discussion

<b>Summary</b>	A brief description of the program steps, the process, and any problems faced with implementation. Include suggested solutions for the concerns faced.
<b>Program Continuation</b>	Identify how the program team and mediators will continue after placement. Identify who this program will be left with, and ensure a copy is made for all parties involved.

## Section 8: References, Appendices & Style

At least three peer-reviewed journal articles appropriately listed using APA format. You have briefly summarized these studies in the available scientific evidence section. Include all requested appendices and proof read your submission carefully for spelling and grammatical errors.

## Skill Acquisition Written Program Rubric

		<b>Limited 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
<b>Background Information</b>		Background information is not expressed clearly. Client confidentiality not protected. Components of description missing.	Background information is expressed somewhat clearly. Client confidentiality is protected. Components of description missing.	Background information is expressed clearly. Client confidentiality is protected. All components of description present.	Background information is expressed clearly with exemplary behavioural language that permits a clear understanding of all articulated concepts. Client confidentiality is protected. All components of description present.
<b>Rationale</b>	<b>Assessment Results</b>	Assessment results not presented.	Assessment results presented, but not linked to target skill	Assessment results presented and somewhat linked to target skill.	Assessment results presented and clearly linked to target skill.
	<b>Individual Preferences and Current Repertoires</b>	Preferences not identified. A single skill listed as current repertoire.	A single preference identified. Current repertoires listed not linked to target skill	Multiple reinforcer preferences identified. Current repertoires listed and linked to target skill.	Multiple reinforcer preferences identified. Preference assessment results included. Current repertoires listed and linked to target skill.

		<b>Limited 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
	<b>Available Scientific Evidence</b>	Limited description of references used to support intervention.	Adequate description of references used to support intervention	Excellent description of references used to support intervention	Comprehensive description of references used to support intervention, creative link to the research literature.
	<b>Supporting Environments, Constraints, Social Validity</b>	Inadequate or unprofessional discussion of supporting environment, constraints and social validity	Clear description provided for two of the three content areas. Third content area inadequately described	Clear description of supports in the environment, constraints that interfere with teaching, and immediate social validity described,	Exemplary description of environmental supports, clear description of constraints, social validity discussed related to short and long term impact as well as across settings.
<b>Baseline Results</b>	<b>Operational Definition, Setting, Materials</b>	Operational definition not objectively defined. Details provided about setting and materials would not enable replication.	Operational definition objectively defined. Details provided about setting and materials would not enable replication.	Operational definition objectively defined. Details provided about setting and materials would enable replication.	Operational definition objectively defined. Details provided about setting and materials would enable replication and are appropriate for the setting.

		<b>Limited 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
	<b>Procedure</b>	Procedures are not expressed clearly and use limited behavioural language.	Procedures are expressed somewhat clearly with adequate behavioural language.	Procedures are expressed clearly with excellent behavioural language.	Procedures are expressed clearly with exemplary behavioural language permitting a clear understanding of all articulated concepts.
<b>Intervention</b>	<b>Behavioural Objective</b>	3 or more components of behavioural objective missing or not described objectively.	2 or more components of behavioural objective missing or not objectively described.	1 component of behavioural objective either missing or not objectively described.	Complete behavioural objective including all four components included, written with exemplary behavioural language.
<b>Intervention</b>	<b>Operational Definition or Task Analysis</b>	Incorrectly selected operational definition or task analysis. Defintion/task analysis not objectively defined	Correctly selected an operational definition or task analysis. Definition/task analysis not objectively defined	Objective, but incomplete operational definition or task analysis.	Objective, complete operational definition or task analysis. All dimensions of behaviour or components of task included in description.

		<b>Limited 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
	<b>Intervention Schedule, Location of Intervention, Materials</b>	Responses not expressed clearly but use limited behavioural language.	Responses are expressed somewhat clearly with adequate behavioural language.	Responses are expressed clearly with excellent behavioural language	Responses are expressed with exemplary behavioural language permitting a clear understanding of all articulated concept
	<b>Baseline Summary</b>	Three days of data not presented,  Details on methods used to collect data incomplete.  Graph absent	Three days of data presented.  Details on methods used to collect data incomplete (do not allow for replication)  Graph present, but with errors.	At least three days of data presented.  Details on methods used to collect data comprehensive enough to allow replication.  Graph present, but with errors.	At least three days of data presented.  Details on methods used incorporate exceptional behavioural language.  Graph present, in electronic form with no errors.
	<b>Procedure</b>	Procedures are not expressed clearly and use limited behavioural language.	Procedures are expressed somewhat clearly with adequate behavioural language.	Procedures are expressed clearly with excellent behavioural language	Procedures are expressed clearly with exemplary behavioural language permitting a clear understanding of all articulated concepts.



		<b>Limited 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
<b>Intervention</b>	<b>Prompts and Reinforcement</b>	Prompt not described. Prompt fading description absent or incorrect.  Reinforcement schedule not provided.	Prompts clearly described, prompt fading description absent or incorrect.  Reinforcement schedule described, not using behavioural terms.	Prompts clearly described, prompt fading descriptions present but inadequate.  Reinforcement schedule incorrectly described in behavioural terms.	Prompts and prompt fading descriptions present and clearly described using behavioural language.  Reinforcement schedule accurately described using behavioural terms.
	<b>Error Correction</b>	Procedure not described in step-by-step fashion	Procedure described, does not include differential consequences for errors.	Procedure described in a step-by-step fashion, with differential consequences for errors.	Procedure described has empirical support, is written in step-by-step fashion with differential consequences for errors.
	<b>Data Collection</b>	Procedure described not an appropriate match to environment or to skill.	Procedure described was appropriate for the skill, but not the environment.	Procedure described was appropriate for both the skill and the environment.	Procedure was described in a step-by-step fashion that would allow for accurate data collection, and was appropriate for the environment and skill.

		<b>Limited 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
	<b>Mastery and Revision Criteria, Generalization</b>	<p>Mastery or revision criteria absent.</p> <p>A single generalization strategy presented.</p>	<p>Mastery or revision criteria present, but not appropriate.</p> <p>Two generalization strategies suggested.</p>	<p>Mastery and revision criteria present and appropriate.</p> <p>2-3 generalization strategies suggested.</p>	<p>Mastery and revision criteria present and appropriate.</p> <p>Three generalization strategies presented at least one of which is innovative.</p>
<b>Data Presentation</b>	<b>Summary</b>	<p>Inadequate summary of the description of the data up to the end of placement. Summary rarely includes suggestions for moving forward with the program (continue, revise, mastered)</p>	<p>Developing summary of the description of the data up to the end of placement. Summary includes inaccurate suggestions for moving forward with the program (continue, revise, mastered)</p>	<p>Sufficient summary of the description of the data up to the end of placement.</p> <p>Summary includes somewhat accurate suggestions for moving forward with the program (continue, revise, mastered)</p>	<p>Detailed summary of the description of the data up to the end of placement. Summary includes accurate suggestions for moving forward with the program (continue, revise, mastered)</p>
	<b>Graph</b>	<p>Inaccurate depiction of a line graph, missing baseline and treatment. The graph rarely follows standards of the line graph for single subject research</p>	<p>Limited depiction of a line graph, including baseline and treatment. The graph sometimes follows standards of the line graph for single subject research (3-5 errors)</p>	<p>Satisfactory depiction of a line graph, including baseline and treatment. The graph mostly follows standards of the line graph for single subject research (2-3 errors)</p>	<p>Outstanding depiction of a line graph, including baseline and treatment. The graph clearly follows standards of the line graph for single subject research</p>

		<b>Limited 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
<b>Live Implementation</b>		Score calculated based on rubric completed by on-site supervisor found below.			
<b>Discussion</b>	<b>Summary</b>	Minimal descriptions of the program steps, process and any problems faced with implementation. Inappropriate suggestions are given for solutions to the concerns faced.	A developing description of the program steps, process and any problems faced with implementation. Some appropriate suggestions are given for solutions to the concerns faced.	An adequate description of the program steps, process and any problems faced with implementation. Mostly appropriate suggestions are given for solutions to the concerns faced.	A brief yet detailed description of the program steps, process and any problems faced with implementation. Excellent suggestions are given for solutions to the concerns faced.
	<b>Program Continuation</b>	An inadequate description of how the team will continue the program after placement is presented.	A weak description of how the team will continue the program after placement is presented.	A satisfactory description of how the team will continue the program after placement is identified.	A description of how the team will continue the program after placement is identified.
<b>References and Style</b>	<b>References</b>	1 reference provided, not in APA format, or not from a peer-reviewed journal.	2 references provided. Errors in APA format, or not from a peer-reviewed journal.	2 peer-reviewed articles provided. Errors in APA formatting.	2 peer-reviewed articles provided with accurate and complete APA formatting.

		<b>Limited 1</b>	<b>Developing 2</b>	<b>Proficient 3</b>	<b>Exemplary 4</b>
<b>References and Style</b>	<b>Appendices</b>	Minimal organization of appendices, somewhat following the assignment outline. Missing more than 3 required documents within appendices.	Limited organization of appendices, somewhat following the assignment outline. Missing more than 2 required documents within appendices.	Satisfactory organization of appendices, mostly following the assignment outline. Missing 1-2 pieces required documents within appendices.	Outstanding organization of appendices, following the assignment outline. All information required is present within appendices.
	<b>Style</b>	Limited flow, organization, punctuation, grammar, and/or spelling with multiple errors (e.g., 3-5 or more) on most pages.	Adequate flow, organization, punctuation, grammar, and/or spelling with no more than 3-5 errors.	Excellent flow, organization, punctuation, grammar, and spelling with no more than 1-2 errors.	Outstanding flow, organization, punctuation, grammar, and spelling with no evident errors.