

Skill Acquisition Written Program Review

Weight: 30% of final grade

Goal of the Activity

To provide the student with the opportunity to review and implement a skill building program. In addition, the college student will be expected to share suggestions provided to placement site staff.

Instructions

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

Ensure the placement supervisor supports and approves of the program you have chosen to review. You should start with a discussion in your first week of placement about this assignment, and be receptive to suggestions from your placement site regarding appropriate clients and programs to review. Your on-site supervisor needs to complete a live evaluation of your skills so it's important to pick a program for a client that you will have the opportunity to work with.

Please communicate the program you have chosen to review to your seminar faculty by the end of the second week of placement. This should be done in email format with your on-site supervisor copied on the email as proof of approval.

Please use the template that is provided. **The report should not include any identifying information about the client.**

Section 1: Background Information

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

By looking at the IEP/ISP or other available planning documents (VBMAPP, ABLLS) and through discussions with the team at your placement agency, describe any assessments that were completed that led to the selection of this goal as a teaching target.

Section 2: 8 Dimensions of ABA

Dimension of ABA	Element of Performance
Applied	<p>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.</p> <p>Describe why this procedure is acceptable for use in this setting.</p> <p>Identify how obtaining this skill may be a prerequisite for subsequent, more advanced or complex goals. Is this skill a pivotal behaviour or a behaviour cusp? How so?</p>

Behaviour	<p>The behaviour of interest should already be defined by the client's team. If it is not, or if elements are missing, operationally define the behaviour of interest, being sure to include all elements of an operational definition.</p> <p>Provide a minimum of 3 suggestions for capturing or contriving motivating operations for either the behaviour or interest or the interfering behaviour.</p> <p>Describe the environmental supports (i.e., visuals, individual teaching, peer support, etc.) that are in place to make this teaching program work. What is currently occurring in the environment that may be impeding the success of the learner?</p> <p>Operationally define an interfering behaviour (ie., a behavioural excess) you observed while working with client.</p>
Analytic	<p>Identify the methods of data collection being used currently for the behaviour of interest.</p> <p>Collect and submit both raw and graphed data for at least 5 occurrences of the behaviour.</p> <p>Collect and submit IOA data for at least 5 data points.</p> <p>Describe how the data being shared with the client/caregivers and how social validity has/is being obtained for the behaviour and the procedures.</p> <p>Provide 2 suggestions for alternative methods of data collection in different settings (e.g., at school, in community, at home). Include in your discussion both methods of data collection (e.g., continuous or discontinuous), as well as specific strategies for collecting data for non-professionals.</p>
Conceptually Systematic	<p>Provide three research articles to support the use of the techniques being used in the intervention plan. Summarize the key points of each of these research studies, and specific aspects of the intervention (e.g., prompting procedures, schedules of reinforcement, the skill itself, error correction procedures, etc.) that are relevant for your client's intervention.</p>
Technological	<p>Conduct a preference assessment (e.g., MSWO, MSW, Free Operant, Paired Stimulus). Provide a rationale for the type of preference assessment used. Provide the results of the preference assessment.</p> <p>Explain the program in less than 5 sentences using non-technical language.</p>
Effective	<p>Describe how this intervention could be replicated by a non-professional in the natural environment? Include any revisions you would suggest to support a parent or non-professional in their implementation of this program?</p> <p>Identify and describe the training that is in place for program mediators? If this is not explicit, what would you suggest?</p>

Generality	<p>Provide 3 specific suggestions to promote stimulus generalization for the behaviour of interest.</p> <p>Provide 3 specific suggestions to promote response generalization for the behaviour of interest.</p> <p>Identify 2 strategies from Stokes & Baer (1977) Baer that could be implemented to promote generalization in this program.</p> <p>Identify 2 barriers that might interfere with generalization and suggest strategies to reduce these barriers.</p>
Compassion	<p>Operationally define what assent looks like for this learner.</p> <p>Operationally define what withdrawal of assent looks like for this learner.</p> <p>Identify and describe 2 ways in which the learner's culture or unique familial context can be incorporated into this program.</p> <p>Identify and describe 2 specific strategies that you or others can use to pair and develop rapport with the learner.</p> <p>Describe the individual's preferences that you have observed, in addition to your preference assessment results. Describe how you would incorporate the learner's preferences into your work with the individual. List a minimum of 5 preferences, and provide justification on how you know they will be effective.</p>

Section 3: Data Presentation

Summary	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).
Graph	Provide a line graph of the data including baseline and intervention.

Section 4: 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 5: References, Appendices & Style

Provide the three peer-reviewed journal articles, as well as additional supplementary references needed using APA format. Provide appendices as appropriate to the assignment with a table of contents. Please review APA style for formatting your entire submission, including your cover page, citations, headings, font, appendices, etc. Proof read your submission carefully for spelling and grammatical errors, as style grades will be allotted based on accuracy of APA style throughout, as well as grammatical and spelling proficiency.

Skill Acquisition Written Program Review Rubric

		Limited 1	Developing 2	Proficient 3	Exemplary 4
Background Information		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.
	Assessment Results	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.
Applied	Social Validity	Met 0-2/5 Requirements: Description of short- and long-term impact across settings, discussion of why this teaching procedure is appropriate for the learner and the setting, discussion of how acquiring this skill is a prerequisite for subsequent more complex goals, accurately identified behaviour as a pivotal behaviour or behaviour cusp.	Met 3/5 Requirements: Description of short- and long-term impact across settings, discussion of why this teaching procedure is appropriate for the learner and the setting, discussion of how acquiring this skill is a prerequisite for subsequent more complex goals, accurately identified behaviour as a pivotal behaviour or behaviour cusp.	Met 4/5 Requirements: Description of short- and long-term impact across settings, discussion of why this teaching procedure is appropriate for the learner and the setting, discussion of how acquiring this skill is a prerequisite for subsequent more complex goals, accurately identified behaviour as a pivotal behaviour or behaviour cusp.	Met 5/5 Requirements: Description of short- and long-term impact across settings, discussion of why this teaching procedure is appropriate for the learner and the setting, discussion of how acquiring this skill is a prerequisite for subsequent more complex goals, accurately identified behaviour as a pivotal behaviour or behaviour cusp.

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Conceptually Systematic	Available Scientific Evidence	<p>Limited description of research used to support intervention.</p> <p>1 paragraph included.</p> <p>1 research article provided. No references included.</p>	<p>Adequate description of research used to support intervention.</p> <p>2 paragraphs included.</p> <p>2 articles provided, but they are not peer reviewed. More than 3 errors in APA formatting.</p>	<p>Excellent description of research used to support intervention.</p> <p>3 paragraphs included.</p> <p>3 research articles provided. Minor errors in APA formatting.</p>	<p>Comprehensive description of research used to support intervention, creative link to the research literature.</p> <p>4+ paragraphs included.</p> <p>4+ peer-reviewed articles provided with accurate and complete APA formatting.</p>
Technological	Preference Assessment	Met 1/4 requirements: Preference assessment conducted, rationale provided, results provided, learner preferences clearly identified.	Met 2/4 requirements: Preference assessment conducted, rationale provided, results provided, learner preferences clearly identified.	Met 3/4 requirements: Preference assessment conducted, rationale provided, results provided, learner preferences clearly identified.	Met 4/4 requirements: Preference assessment conducted, rationale provided, results provided, learner preferences clearly identified.
	Terminology	Program explanation exceeds 5 sentences, uses technical or inaccurate language.	Program is explained in less than 5 sentences using mostly technical language.	Program is explained in less than 5 sentences using mostly non-technical language.	Program is explained in 4 or less sentences using non-technical language.
Behaviour	Operational Definitions	Operational definition(s) meet 1/4 of the following requirements: label, defined in objective terms, examples and non-examples.	Operational definition(s) meet 2/4 of the following requirements: label, defined in objective terms, examples and non-examples.	Operational definition(s) meet 3/4 of the following requirements: label, defined in objective terms, examples and non-examples.	Operational definition(s) meet all of the following requirements: label, defined in objective terms, examples and non-examples.

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	MOs & Environmental Considerations	<p>1 MO based strategy suggested.</p> <p>Less than 3 observable environmental constraints and supports identified. Supports and constraints clearly linked to behaviour of interest.</p>	<p>2 MO based strategies suggested.</p> <p>3 observable environmental constraints and supports identified. Supports and constraints clearly linked to behaviour of interest.</p>	<p>3 MO based strategies suggested.</p> <p>4 observable environmental constraints and supports identified. Supports and constraints clearly linked to behaviour of interest.</p>	<p>More than 3 MO based strategies suggested.</p> <p>More than 4 observable environmental constraints and supports identified. Supports and constraints clearly linked to behaviour of interest.</p>
Effective		Section includes accurate information related to 1/3 discussion points: whether the intervention can be replicated by non-professionals, suggestions for program revisions for the natural environment, training protocols identified.	Section includes accurate information related to 2/3 discussion points: whether the intervention can be replicated by non-professionals, suggestions for program revisions for the natural environment, training protocols identified.	Section includes accurate information related to 3/3 discussion points: whether the intervention can be replicated by non-professionals, suggestions for program revisions for the natural environment, training protocols identified.	Section includes accurate information or suggestions related to 3/3 discussion points: whether the intervention can be replicated by non-professionals, suggestions for program revisions for the natural environment, training protocols identified.
Analytic	Graph & Data	<p>Met 1/3 requirements: raw data and IOA data submitted, method of data collection accurately identified.</p> <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>Met 2/3 requirements: raw data and IOA data submitted, method of data collection accurately identified.</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>Met 3/3 requirements: raw data and IOA data submitted, method of data collection accurately identified.</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>Exceeded requirements: raw data and IOA data submitted, method of data collection accurately identified.</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>

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	Components of Data Collection & Dissemination	Met 1/4 requirements: section includes accurate information or suggestions related to how data is being shared with the client and caregivers, suggestions for alternative methods of data collection outside of the teaching environment, strategies to support methods of data collection outside of the teaching environment.	Met 2/4 requirements: section includes accurate information or suggestions related to how data is being shared with the client and caregivers, suggestions for alternative methods of data collection outside of the teaching environment, strategies to support methods of data collection outside of the teaching environment.	Met 3/4 requirements: section includes accurate information or suggestions related to how data is being shared with the client and caregivers, suggestions for alternative methods of data collection outside of the teaching environment, strategies to support methods of data collection outside of the teaching environment.	Met 4/4 requirements: section includes accurate information or suggestions related to how data is being shared with the client and caregivers, suggestions for alternative methods of data collection outside of the teaching environment, strategies to support methods of data collection outside of the teaching environment.
Live Implementation		Score calculated based on rubric completed by on-site supervisor found below.			
Generality	Generalization Strategies	Less than 4 strategies provided for response and stimulus generalization, and are not specific enough to implement with ease. Additional generalization strategies are not evidence based.	4-6 strategies provided for response and stimulus generalization, but are not specific enough to implement with ease. Additional generalization strategies are not evidence based.	5-6 specific strategies provided for response and stimulus generalization Additional generalization strategies are evidence based. Additional strategies are specific enough to be able to implement.	More than 6 specific strategies provided for response and stimulus generalization Additional generalization strategies are evidence based. Additional strategies are specific enough to be able to implement easily.

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	Barriers to Generalization	<p>1 barrier that might interfere with generalization identified, and lacks relevance to skill.</p> <p>1 strategy to reduce or eliminate barriers provided. Strategies cannot be implemented.</p>	<p>1 barrier that might interfere with generalization identified.</p> <p>1 strategy to reduce or eliminate barriers provided. Strategies can be implemented, but with difficulty.</p>	<p>2 barriers that might interfere with generalization identified.</p> <p>2 strategies to reduce or eliminate barriers provided. Strategies can be implemented.</p>	<p>More than 2 barriers that might interfere with generalization identified.</p> <p>More than 2 strategies to reduce or eliminate barriers provided. Strategies are easy to implement.</p>
Compassion	Individual's Preferences	<p>Less than 5 preferences provided. Justification not provided.</p> <p>1 general strategy provided for ways the learner's interests can be incorporated into program.</p>	<p>Less than 5 preferences provided. Reasonable justification provided.</p> <p>2 general strategies provided for ways the learner's interests can be incorporated into program.</p>	<p>5 preferences provided. Reasonable justification provided.</p> <p>2 specific strategies provided for ways the learner's interests can be incorporated into program.</p>	<p>More than 5 preferences provided. Reasonable justification provided.</p> <p>More than 2 specific strategies provided for ways the learner's interests can be incorporated into program.</p>
	Assent & Withdrawal of Assent	<p>Operational definition(s) meet 1/4 of the following requirements: label, defined in objective terms, examples and non-examples.</p>	<p>Operational definition(s) meet 2/4 of the following requirements: label, defined in objective terms, examples and non-examples.</p>	<p>Operational definition(s) meet 3/4 of the following requirements: label, defined in objective terms, examples and non-examples.</p>	<p>Operational definition(s) meet all of the following requirements: label, defined in objective terms, examples and non-examples.</p>
	Cultural Responsiveness	<p>1 general cultural incorporation strategy provided.</p>	<p>2 general cultural incorporation strategies provided.</p>	<p>2 specific cultural incorporation strategies provided.</p>	<p>More than 2 specific cultural incorporation strategies provided.</p>

		Limited 1	Developing 2	Proficient 3	Exemplary 4
	Pairing & Rapport Building	1 general pairing and rapport building strategy provided.	2 general pairing and rapport building strategies provided.	2 specific pairing and rapport building strategies provided.	More than 2 specific pairing and rapport building strategies provided.
	Style	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.