

Summary and Evaluation

The first Instructional Program was the Motor Task. My student is working on penmanship, and this area was identified by her teachers as an area of emphasis. During the COACH interview, one of the areas of concern was Cindy's ability to give self identifying information including her name, phone number and address. I developed a motor task where Cindy would gain the skill of writing her first and last name, phone number, and address legibly.

Lesson Plan / Written Instructional Program

Motor Task: [Writing identification information](#)

Student: Cindy Date: 12-1-2016

<p style="text-align: center;">Objective</p> <p>Objective: Cindy will legibly write her first and last name, phone number, and address from memory.</p> <p>Functional Routine: Cindy will use her full identification information fill out a mock application.</p>	<p style="text-align: center;">Reinforcement</p> <p>Type: Verbal reinforcement- You did it!</p> <p>Schedule of delivery: after each correct response</p>								
<p style="text-align: center;">Program Steps</p> <ol style="list-style-type: none"> 1. First name 2. Last name 3. First + last name 4. Phone number 5. First name + Last name + phone number 6. Street address 7. First name + Last name + phone number + street address 8. Full address 9. First name + Last name + phone number + full address <p><i>Select one:</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 25%;">Discrete Skill</th> <th style="width: 25%;">Forward Chain</th> <th style="width: 25%;">Backward Chain</th> <th style="width: 25%;">Total Task</th> </tr> </thead> <tbody> <tr> <td></td> <td>x</td> <td></td> <td></td> </tr> </tbody> </table>	Discrete Skill	Forward Chain	Backward Chain	Total Task		x			<p style="text-align: center;">Error Correction</p> <p>Stop:</p> <ol style="list-style-type: none"> 1. Instructional, "No." 2. Say, "Try again." <p>Back-step: Repeat word or group of numbers.</p> <p>Prompt: provide previous level of support necessary to ensure correct response.</p>
Discrete Skill	Forward Chain	Backward Chain	Total Task						
	x								
<p style="text-align: center;">Location/Setting</p> <p>Within the classroom Practicing with music therapist</p>	<p style="text-align: center;">Criteria for Moving to Next Step</p> <p>Independent completion of the step across 3 trials.</p>								

<p>Singing song intermittently throughout the day to sing the information and improve recall of her contact information.</p>					
<p style="text-align: center;">Materials Needed</p> <p>A prompt card with each of the targeted skills written on lined paper. Song composed with music therapist</p>	<p style="text-align: center;">Prompt Strategy</p> <ol style="list-style-type: none"> 1. Highlighted words 2. Dotted words 3. Start dot for each letter 4. Large spaced paper with dotted lines 5. Standard binder paper space width 6. Independent <p><i>Select one:</i></p> <table border="1" data-bbox="824 730 1430 808"> <tr> <td data-bbox="824 730 1127 768">Most to Least</td> <td data-bbox="1128 730 1430 768"></td> </tr> <tr> <td data-bbox="824 770 1127 808">x</td> <td data-bbox="1128 770 1430 808"></td> </tr> </table>	Most to Least		x	
Most to Least					
x					
<p style="text-align: center;">Instruction</p> <p>Instruction/Cue: Savannah, what is your name? Address? Etc.</p> <p>Naturally occurring cue for the behavior: Paper and question</p>	<p style="text-align: center;">Generalization</p> <p>Using information to write a letter to a family member or make an invitation. Stimulus Factors: Event to invite others to Special event in the life of the family member</p> <p>Response Factors: Correctly fill out name, address, and phone number in invitation or on envelope.</p>				
<p style="text-align: center;">Student Response/Behavior</p> <p>Cindy will be able to write self identification information.</p>	<p style="text-align: center;">Special Considerations</p> <p>This goal is designed to increase Cindy's fine motor skills and help her memorize her identifying information. She should be encouraged to verbalize as she writes or before she writes as well.</p>				

Baseline Data
Motor Task

	11/28	11/28	11/29
First name with prompt			
First name without prompt			
First and last name with prompt			
First and last name without prompt	V		
Full name and phone number with prompt	V	V	V
Full name and phone number without prompt			
Name, phone number, and street address with prompt			
Name, phone number, street address without prompt			
Name, phone number, address with prompt			
Name, phone number, address without prompt			

Key: VI- visual prompt
V- verbal prompt

Summary of data: Cindy is currently able to write her first and last name without a visual prompt. She is working on writing her full name and phone number from memory. She will need to write her full name, phone number, and address from memory legibly in order to pass off this goal.

What I noticed as I worked with Cindy, was that she progressed through the steps quickly. I attended a music therapy session with her where she and her therapist reviewed a song they had made to help Cindy memorize her phone number and address. At first, Cindy did not remember the song, but by the third repetition, she was eagerly singing along.

Recommendations: I incorporated a few items to help Cindy. She performed best when she used a slant board, a 6B pencil (darker led borrowed from the art room), and a pencil grip. I would advise the use of raised lined paper to help Cindy follow the lines. Her letters are pretty consistent in size, but are not consistently on the line.

The next Instructional Program we worked on was coin values. This skill was from the applied academics portion of the COACH interview. Cindy was already familiar with the names of the coins. Therefore, the next step was learning the values of the coins.

Instructional Program: Coin value identification

Student: _____ Cindy _____ Date: November 29, 2016 _____

<p style="text-align: center;">Objective</p> <p>Objective: Cindy will correctly identify the values of a penny, nickel, dime, and quarter and use them to assemble a directed amount.</p> <p>Functional Routine: Cindy will practice this skill daily during the morning work cycle. The teachers will develop multiple opportunities for Savannah, and her classmates, to practice using money.</p>	<p style="text-align: center;">Reinforcement</p> <p>Type: When Cindy correctly assembles a given amount, she will be given one of the fidget toys that she has 'purchased' the chance to use.</p> <p>Schedule of delivery: Immediately upon correct assembly of given amount. Once Cindy is able to assemble amounts accurately 75% of the time, she will be given a fidget toy every three times she is correct. When she moves to 90% accuracy, she will have a fidget toy after every five times. Fidget toys will be chosen with Cindy in mind- designed to strengthen her hands and improve her fine and gross motor skills. Ultimately, the goal of the teachers is to find other reinforcement methods that instill the value of money and also reflect real life situations.</p>
<p style="text-align: center;">Program Steps</p> <ol style="list-style-type: none">1. Match the correct coin to the value.<ol style="list-style-type: none">a. Pennyb. Nickelc. Dimed. Quarter2. Assemble amounts using the same coin<ol style="list-style-type: none">a. Quartersb. Dimesc. Nickelsd. Pennies3. Assemble amounts using a variety of coins<ol style="list-style-type: none">a. Pennies and nickels (1 to 9, combinations of pennies and nickels)b. Pennies, nickels and dimes (11-19 combinations of pennies, nickels, and dimes- 16 cents= 1 dime, 1 nickel, and 1 penny. Begin to teach place	<p style="text-align: center;">Error Correction</p> <p>Stop: Instructional "no." Verbal prompt, "That is a _____. It is worth _____." Back-step: "Let's look at the amount we need." Prompt: "Can you make _____ cents?"</p>

- value- dimes designate the number in the tens place)
- c. Dimes and nickels (two dimes and a nickel are equal to 25 cents, counting by fives and tens to 100)
 - d. Dimes, nickels and quarters
 - e. Pennies, nickels, dimes and quarters

Select one:

Discrete Skill	Forward Chain	Backward Chain	Total Task
X			

Location/Setting

Classroom

Criteria for Moving to Next Step

Correctly assembling the given amount in 4 out of 5 trials.

Materials Needed

An assortment of fidget toys
 15 of each: pennies, nickels, dimes, and quarters
 Price tags or other prompts to let Cindy know the amount to assemble

Prompt Strategy

Cindy has demonstrated a strong dependence on prompts. She performs best when given time. Therefore, a time delay prompt strategy will be used.

Select one:

Least-to-Most	Time Delay
	X

In order to support Cindy as she becomes less dependent on prompts, teachers will use a gradual time delay method. Once Cindy has reached 75% accuracy in any part of the goal, time delay will increase from 5 seconds to 10 seconds. At 85% accuracy, time delay will increase from 10 seconds to 20 seconds. At 95% accuracy, the time delay will increase to 25 seconds.

Instruction

Instruction/Cue: A price tag with a given amount is chosen by Cindy from a deck.

Generalization

Cindy will use money in a real world situation successfully.

<p>Naturally occurring cue for the behavior: Visual cue- Cindy will see the amount written on the price tag.</p>	<p>Stimulus Factors: Price of a desired object or activity. Response Factors: Cindy will respond to the value of a desired object or experience by presenting the correct amount of money. Experiences developed for Cindy and her classmates to practice counting money and making change.</p>
<p>Student Response/Behavior Correct amount is assembled using coins given.</p>	<p>Special Considerations Cindy has excellent skip counting skills. In order to further practice those skills and the values of the coins, Cindy should be asked to assemble larger amounts with limited coins or all the same coin. Cindy already knows the names of each of the coins. This program is flexible in the order of skills presented, based on Cindy's skills and needs.</p>

Baseline Data
Coin identification

	penny	nickel	dime	quarter
11/21				
11/22				
11/23				

Baseline Data
Coin values

	penny	nickel	dime	quarter
11/7			Did not know	Did not know
11/8			Did not know	Did not know
11/9			Did not know	Did not know

Data Collection
Student: Savannah

Date	Value of penny	Value of nickel	Value of dime	Value of quarter	Assemble amount with pennies	Assemble amounts with dimes	Assemble amounts with nickels
11/14				I	I	I	I
11/18				I	IV	DV	I
11/21				I			I
11/28						IV	I
12/5							I

Date	quarters	pennies and nickels	Pennies, nickels and dimes	Dimes and Nickels	Dimes, nickels and Quarters	Pennies nickels dimes
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						and quarters
11/14	I	I	I			
11/18	I	I	I			
11/21	I	I	I			
11/28	I	I	I			
12/5	I	I	I			

Key: I: Instruction
 IV: Indirect verbal
 DV: Direct Verbal

Data Summary:

Cindy has mastered the values of pennies, nickels, dimes, and quarters. She is showing mastery in assembling an amount using pennies. She is continuing to receive instruction on assembling amounts with nickels, dimes, and quarters. She will need to assemble amounts using a mix of coins to show mastery of this goal.

Recommendations:

I have been teaching coin values using Montessori materials. The value of nickels has been tied to the short 5 bead chain. We have assembled amounts using the teens board, a dime for the "1" in the tens place, then pennies or a mix of 1 nickel and a penny for the numbers in the units place. I would also like to incorporate more "real

world” experiences for Cindy to develop a deeper understanding of the value of money. I am concerned that the current program and system of reinforcement (presenting fidget toys) has not followed what I originally intended. I intended for Cindy to assemble an amount, like a price tag, the “pay for” the opportunity to use the fidget toy. Instead, I am worried that the fidget toys are turning into more of an ABA style of training. She is motivated by them, but as they have been faded, she is still assembling amounts successfully.

Cindy is not the only student in her class who is learning about the value of money. It would be wise to develop a work that she can do with classmates, including typical classmates. Money is not an incorporated part of the Montessori curriculum, so any additional practice for all students is beneficial.

Critique:

Overall, Cindy demonstrated progress in understanding and performing the tasks and skills presented. I would like to see her instruction continue with peers who need the same skills. The chained task of using a sanitary pad is being taught during a life skills class Cindy is currently attending. Penmanship and the knowledge of one’s own address is a skill that ALL of the students would benefit from. Money is also a skill that Cindy can practice with her peers, in a more inclusive atmosphere.

In the future, I look forward to having more designated time with my students and being able to further adapt and develop their plans based on their interests, circumstances, and the desire to create an inclusive experience for them.