

Initial Assessment		
Client: <u>Tyrone</u>		Date: <u>10/28</u>
External Aid: <u>Inventory Task</u>		
Antecedent to Use Aid: <u>Brother will set up work space with forms, computer, pen, timer, and radio</u>		
LIST STEPS	ACCURACY (+/-/cued)	COMMENTS
1. Set timer for 45 minutes	cued	"How long will you work?"
2. Turn on computer and open parts inventory program	+	
3. Take first customer receipt in stack and put on paper stand	+	
4. Find parts section and enter in number of part on line 1	-	
5. Cross off corresponding parts line with red line when entered	-	
6. Repeat Steps 3 and 4 for all lines with parts listed	-	
7. When all parts on receipt are entered, put receipt in outbox	-	
8. Start with next receipt and repeat Steps 3-7	-	
9. When timer goes off, finish the current receipt and take break, listening to jazz station while you wait for your brother to come review progress and set next goals	-	
Baseline: <u>2 / 9</u>		
Dynamic Assessment to Establish Cue Hierarchy		
STEPS/ANTECEDENT	TYPE OF PROMPT/CUE	PERFORMANCE EFFECT
"Find parts section"	Direct verbal	+
Point to parts section	Pointing	+ Correct when there was not too much of a delay; otherwise he forgot task
"What do you do first?"	Question cue	+ Turned on computer
Recommended Cue Hierarchy:		
Level I	<u>Direct verbal cue</u>	
Level II	<u>Pointing</u>	
Level III	<u>Question cue</u>	
Level IV	<u></u>	

FIGURE 7.4. Sample completed initial assessment worksheet for Case 1, Tyrone.

Initial Assessment		
Client: <u>Laurine</u>		Date: <u>6/4</u>
External Aid: <u>Agenda</u>		
Antecedent to Use Aid: <u>Watch beep</u>		
LIST STEPS	ACCURACY (+/-/cued)	COMMENTS
1. Notice watch beep	+	
2. Read text on watch	-	With direct verbal cue
3. Walk to wall agenda	-	
4. Look at watch and find corresponding agenda item	-	
5. Find material for agenda item (form, exercise illustration, or call button)	-	
6. Initiate action	-	
7. Press red button on watch	-	
	-	
Baseline: <u>1</u> / <u>9</u>		
Dynamic Assessment to Establish Cue Hierarchy		
STEPS/ANTECEDENT	TYPE OF PROMPT/CUE	PERFORMANCE EFFECT
1. Watch beeped	Direct verbal cue "Read text"	+
2. Watch beeped	Pointing to watch	+
3. Watch beeped	Question cue "What next?"	+
4. "Read the text and follow instructions"	Direct verbal cue	+ "Walk to agenda"
5. "Read the text, now what?"	Question cue	- (When pointed to agenda, she walked to it)
Recommended Cue Hierarchy:		
Level I	<u>Direct verbal cue</u>	
Level II	<u>Pointing</u>	
Level III	<u>Question cue</u>	
Level IV	<u></u>	

FIGURE 7.5. Sample completed initial assessment worksheet for Case 2, Laurine.

Initial Assessment		
Client: Emma		Date: 8/23
External Aid: Phone		
Antecedent to Use Aid: Watch chime		
LIST STEPS	ACCURACY (+/-/cued)	COMMENTS
1. Press silence when watch chimes	+	
2. Look at schedule screen	+	
3. Initiate breathing and neck/shoulder stretches	+	
4. Text Mom current activity (e.g., listening to lecture; reading) and rating on attention and headache scales	c	Remember to look at "notes"
5. If rating on either scale above 2, take break	+	
Baseline: 4 / 5		
Dynamic Assessment to Establish Cue Hierarchy		
STEPS/ANTECEDENT	TYPE OF PROMPT/CUE	PERFORMANCE EFFECT
Recommended Cue Hierarchy:		
Level I _____		
Level II _____		
Level III _____		
Level IV _____		

FIGURE 7.6. Sample completed initial assessment worksheet for Case 3, Emma.

Session Activities

If the initial assessment reveals that the client needs to be taught the procedures for using a device, the clinician moves to the acquisition phase. If the client already knows how to use the device, the clinician moves to the mastery/generalization phase. In our case examples, both Tyrone and Laurine would require training to learn the steps to use their external aids, whereas Emma could move directly to the mastery phase.

To recap: There are three fundamental components of the initial acquisition phase—*minimize the learner's errors, move from a massed to a distributed practice schedule, and provide sufficient practice or repetition*. Each session begins with a session probe to determine retention from previous sessions and indicate the step where training in the current session should begin. Note that the session probe differs from the initial assessment. The initial assessment, as described above, is a *one-time* evaluation to identify effective prompts and establish baseline performance, whereas the session probe occurs at the beginning of *every* training session and is an observation of the client's device use without prompting or support. The aim of session probes is to show retention and direct where to start therapy that session. A progress monitoring form (see Form 7.4 in the Appendix; an enlarged version is on the book's page on The Guilford Press website) can be used to track session probe data as an indication of learning over time and to inform the therapist about where to begin training during each session.

Figures 7.7 and 7.8 show progress monitoring forms for Tyrone and Laurine. The data for Tyrone show that he was learning and retaining one to two steps each session. The data for Laurine suggested that she was not initiating the steps with the watch beep and corresponding text after four sessions of practice.

The session probe is followed by a review of steps that were taught in previous sessions and a model of the next step identified in the task analysis, chained to the previous step. Depending on the client's retention, the clinician models the two-step sequence (learned step and new step) and then has the client demonstrate the sequence. The clinician also incorporates strategies to increase client engagement (e.g., prediction of performance, self-recording of performance), as needed. The clinician keeps session data in order to know how to proceed in therapy (see Form 7.5 in the Appendix; an enlarged version is on the book's page on The Guilford Press website).

Figures 7.9 and 7.10 provide examples of session data for Tyrone and Laurine. For Tyrone's session, the clinician was chaining the new Step 5 to the previously learned and retained Step 4. The initial trial was modeled and then cued, using the cueing hierarchy, starting with an explicit verbal cue. The clinician then isolated Step 5 and provided mass practice. One more trial was completed with chaining of Step 5 to Step 4, then the client completed the whole sequence, beginning with Step 1 and using distributed practice at 1-, 5-, and 10-minute intervals. Laurine's training was less successful. Session data showed an attempt to teach Step 2. Laurine could do it with a model, but as soon as the model was withdrawn, she required a direct verbal cue to complete that step. This led the clinician to decide to try a talking watch or voice organizer to determine if auditory speech prompts would be more effective.

(text resumes on page 167)

External Aid: Inventory task					
Long-Term Goal: Tyrone will independently work on inventory for 45 minutes in duration completing at least 10 receipts with no more than one error					
Initial Acquisition Short-Term Objective(s): With verbal prompts to get started and to continue, Tyrone will be able to independently enter in parts data for three sheets with 100% accuracy in the clinic					
Strategy Steps/Component	Session Probe Data				
	11/1	11/2	11/3	11/4	
9. When timer goes off, finish the current receipt and take break, listening to jazz station while you wait for your brother to come review progress and set next goals	—	—	—	—	
8. Start with next receipt and repeat Steps 3–7	—	—	—	—	
7. When all parts on receipt are entered, put receipt in outbox	—	—	—	+	
6. Repeat steps 3 and 4 for all lines with parts listed	—	—	—	+	
5. Cross off corresponding parts line with red line when entered	—	c (point)	+	+	
4. Find parts section and enter in number of part on line 1	+	+	+	+	
3. Take first customer receipt in stack and put on paper stand	+	+	+	+	
2. Turn on computer and open parts inventory program	+	+	+	+	
1. Set timer for 45 minutes	c	c	+	+	
Completion Time:	N/A	N/A	5 min 3 receipts	8 min 6 receipts	
Supports:	<ul style="list-style-type: none"> • Computer booted to program • Pen and receipts in sight on table • Written cue card to “double-check entries” 				
Motivational/Engagement Strategies	<ul style="list-style-type: none"> • Tyrone keeping track on number of days till he gets to go back to shop to work • Timing self on tasks • Listens to jazz station during breaks 				
Generalization Programming:	Use receipts and computer from shop				
Comments:	Need to put timer in view with “45 min” sticker				
Note: Graph the number of steps performed successfully each time the routine is probed.					

FIGURE 7.7. Sample completed progress monitoring form for Case 1, Tyrone.

II. THE TRAINING PROCEDURES

External Aid: Watch and agenda					
Long-Term Goal: Laurine will respond to watch beep when no one is in room, look at corresponding agenda item, and complete it at least three times daily for 3 consecutive days					
Initial Acquisition With therapist pointing to wall agenda, Laurine will read and initiate corresponding item					
Short-Term Objective(s): in response to watch beep for three consecutive trials					
	Session Probe Data				
Strategy Steps/Component	6/7	6/8	6/9	6/10	
7. Press red button on watch	—	—	—	—	
6. Initiate action	—	—	—	—	
5. Find material for agenda item (form, exercise illustration, or call button)	—	—	—	—	
4. Look at watch and find corresponding agenda item	—	—	—	—	
3. Walk to wall agenda	—	—	—	—	
2. Read text on watch	—	dv	dv	dv	
1. Notice watch beep	+ — + — + — + —				
Completion Time:	N/A	N/A	N/A	N/A	
Supports:	Pointing cues (agenda and materials) Reminded her of goal prior to beginning				
Motivational/Engagement Strategies:	Verbal reinforcement				
Generalization Programming:	Modeled agenda after one in d/c SNF				
Comments: dv—direct verbal prompt				Limited to no retention	
Note: Graph the number of steps performed successfully each time the routine is probed.					

FIGURE 7.8. Sample completed progress monitoring form for Case 2, Laurine.

Client: Tyrone		Date: 11/2	
Step	Number of Massed Practice Trials and Level of Cueing	Duration and Number of Distributed Practice Trials	Comments
1. Set timer for 45 minutes		1 min 5 min 10 min + + +	
2. Turn on computer and open parts inventory program		+ + +	
3. Take first customer receipt in stack and put on paper stand		+ + +	
4. Find parts section and enter in number of part on line 1	C C + + + +	+ + +	
5. Cross off corresponding parts line with red line when entered	M C + + + + +	+ + +	
6. Repeat steps 3 and 4 for all lines with parts listed			
Summary		Helped to isolate and provide mass practice Client charted progress data on progress monitoring form, which appeared to be reinforcing	
Recommendations for next session		Step 5 seems firm. If retains 1–5 on session probe tomorrow, move to Step 6	
Note: + correct; – incorrect; M = model; C = cued			

FIGURE 7.9. Sample completed session data form for Case 1, Tyrone.