

## Facilitating Independence – What Can You Do To Help?

### Community and Vocational Preparedness

Important Prerequisites for Independent Community Involvement: Items in **bold** indicate priority skills for younger students.

- **Assuming some responsibility for personal items (i.e. purse, wallet, planner, backpack, coat, shoes, change of clothing, etc.)**
- Wearing a watch (at least being able to identify the time based on use of a digital readout device).
- **Assuming some responsibility for money (i.e. lunch money, basic purchases at the store, movies, fast food establishments, or leisure activities), including the ability to hold money for a pre-determined period of time without spending it on other expenses.**
- **Dressing appropriately for weather** and specific professional activities (i.e. job interviews, job fairs, employment conferences, etc.)
- **Having acceptable self-care skills, including but not limited to, clean hair, wearing deodorant, clean clothing,** and shaving when appropriate.
- Responsible for female personal hygiene, surveying bathroom after use.
- **Review of social skills that apply across all settings, such as sharing, appropriate greetings, working with other team members, and refraining from rude or socially inappropriate habits (i.e. burping, passing gas, yelling indoors, etc.).**
- **Knowledge of public versus private places.**
- Use of a planner or schedule strategy.
- Experience in volunteer jobs.
- **Responsibility for regular chores at home and at school.**
- **Some practice using a telephone to make calls, report emergencies, and to take messages/record vital information.**
- Training in universal precautions for safety in the event of hazardous exposure.
- **Ability to follow staff/employer directions with minimal prompting.**

### Facilitating Independence – What Can You Do To Help?

- When should you start addressing *any* priority skills?
  - Keep in mind that skills may take your child longer to learn than their same-age peers. With that in mind, begin to address skills when they are age-appropriate for any child. Also keep in mind that you may need to build in opportunities for additional practice. Keep the opportunities as natural as possible (e.g., practice the skills when they would normally be done – practice tooth brushing in the morning, evening, and right after meals).
- What is partial participation and why should you do it?
  - Partial participation is the concept of an individual with special needs or particular physical barriers gaining experience in skills by completing specific portions of a task or with prompting and assistance. As an example, a student with significant physical needs may not be able to independently complete all the steps necessary to make a snack, but focus would be put on the sub-tasks they could complete. They would also be involved in the observation, explanation, and possibly, prompt-assisted participation of steps they could not complete on their own. Partial participation allows individuals with special needs to engage in the world and the everyday tasks associated with independent living. Those individuals not only gain experience in learning new skills, but have the opportunity to set goals to acquire further independence down the line.
- Prompting?
  - A prompt is simply any action, material, or communication that helps a person respond correctly or act according to a pre-determined outcome. This is different than a cue, which is just a signal to respond. As an example, the school bell that tells students that their current class is over and it's time to move to the next class, is a cue. The teacher in the hallway that tell the student to hurry up and get to class before the next bell rings would be using a prompt.
  - Some people believe that prompting and independence are mutually exclusive. **This is not the case.** We all, at some points in our lives, require assistance to reach a goal or achieve an outcome. What you need to keep in mind in advance is how you are going to fade prompts to achieve independence.
  - Prompting methods - **Be systematic!**
    - Most-to-least intrusive
    - Least-to-most intrusive
    - Time-delay strategies

### **Facilitating Independence – What Can You Do To Help?**

- Data collection – Keep it simple and functional.
  - Data collection is helpful for several reasons. Sometimes progress in a skill may be slow and hard to evaluate from day to day, but you may be surprised by the overall progress your child is making. Data collection will also help you determine if what you are doing is working well, or whether you may want to consider a different approach. Data collection does not have to be complicated or difficult. Sometimes it can be as simple as a “journal entry” of how skills are going, what you have done to help, and how your child is responding. This information may also be helpful in addressing skills across home, school, and community settings. Use your support system in the schools to help you with data collection. They may be using an instrument at school that could also be used at home, or they may have ideas of how to adapt data collection for home use.
  
- Reinforcement – Does it increase behavior or is it just preferred?
  - By definition, something that is truly reinforcing will serve to increase a target behavior (and, on occasion, may incidentally increase behavior that has not been targeted and may not be desirable). Often, teachers and family members use an object, activity, or praise as reinforcement, but it does not serve to increase the behavior we targeted. There may be several reasons for this, including: The student has access to the reinforcement at times when there is no contingency (they have not earned it), the reinforcement and its positive effects simply wear off over time, or the reinforcement was not sufficiently motivating in the first place. Identifying reinforcers can be simple or very complicated, depending on the individual, but is one of the vital components of success in teaching new skills and building independence within older ones. After all, as adults, most of us, even if we enjoy our jobs very much, would not do it very long without being paid.

### **Facilitating Independence – What Can You Do To Help?**

- Changes in expectations – When is it OK to move onto the next phase of life?
  - It is very important to have changes in overall expectations as your child gets older and moves through different phases in their educational and social lives. As a general rule, expectations should generally match those of peers who do not have special needs. Age-appropriateness has been a hot topic in terms of materials, activities, and social interactions with students with special needs. Not only can materials and activities that are not age-appropriate be stigmatizing, they could also impact changes in expectations that teachers, peers, and potential future employers have for your child. Changes in expectations do not have to, nor should they, come all at once. Look for natural opportunities. As an example if a child is transitioning from elementary school to middle school, it might be a good time to discuss letting go of certain toys or games that would not be appropriate to that age-group. You could let your child know that this action is being taken by many other kids and their parents and that by doing so, they will have an easier time fitting in and making friends at their new school. Also consider the fact that those games and toys have a special place in your child's life, so you should also consider replacements for them that would better fit their age-group.

## Appendix Items

### Task Analysis – Weekly Banking Skills – Page 1 of 2

**Student:** \_\_\_\_\_

<b>Steps for all skills</b>	Date: Staff: Bank name:	Date: Staff: Bank name:	Date: Staff: Bank name:	Date: Staff: Bank name:
1. Bring all relevant materials	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model
<b>Steps if making deposit</b>				
1. Locate correct slip (checking, savings, deposit, withdraw.)	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model
2. Fill in account number on slip.	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model
3. Record amount being deposited in appropriate column.	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model
4. Sign name in appropriate column.	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model
5. Insert withdrawal amount on slip if appropriate. May also be "Less Cash Received"	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model
6. Subtract withdrawal amount from deposit.	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model
7. Record total deposit amount.	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model
8. Bring all materials to teller.	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model
9. Communicate need to teller.	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model
10. Collect all materials and replace to appropriate location.	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model	Independent Indirect verbal Direct verbal Model

## Shopping List and Prices

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Item:	Price of item:		Sales tax =	Price with sales tax:
1.		X		
2.		X		
3.		X		
4.		X		
5.		X		
6.		X		
7.		X		
8.		X		

Total Price = \_\_\_\_\_



**Hand Washing – Data Collection**

**Student:** \_\_\_\_\_

Key:

I = Independent                  IV = Indirect Verbal                  DV = Direct Verbal

M = Model                                  IP = Partial Physical                  FP = Full Physical

\* Steps 4, 5, 6 & 7 and 9, 10, & 11 can be done in any order.

Steps in process	Date: Staff:	Date: Staff:	Date: Staff:	Date: Staff:
1. Turn on water (warm)	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
2. Wet hands	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
3. Apply soap in palm	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
4. Scrub palm of hand *	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
5. Scrub top of hand *	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
6. Scrub between fingers *	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
7. Scrub finger tips*	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
8. Rinse hands – no visible soap	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
9. Get paper towel	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
10. Dry palms*	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
11. Dry tops of hands *	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
12. Dry between fingers*	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP
13. Turn off sink with towel	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP	I IV DV M IP FP

## Forced Choice Reinforcement Hierarchy

### Item codes:

Books –

Cities = 1

Island of Life = 2

The Passion to Skate = 3 Ultimate Dinosaur Book = 8

Pandas = 4

Spot a Dog = 5

Microwave Cookbook = 6

Picture Atlas of the World = 7

Whales = 9

Other Tangibles –

CD player = 10

Markers or pen and paper = 11

### Choice Selection Trials

**Note: First item listed is placed to the student's left side, while second item listed is placed to student's right side.**

1 vs. 2	2 vs. 3	3 vs. 4	4 vs. 5	5 vs. 6	6 vs. 7
1 vs. 3	2 vs. 4	3 vs. 5	4 vs. 6	5 vs. 7	6 vs. 8
1 vs. 4	2 vs. 5	3 vs. 6	4 vs. 7	5 vs. 8	6 vs. 9
1 vs. 5	2 vs. 6	3 vs. 7	4 vs. 8	5 vs. 9	6 vs. 10
1 vs. 6	2 vs. 7	3 vs. 8	4 vs. 9	5 vs. 10	6 vs. 11
1 vs. 7	2 vs. 8	3 vs. 9	4 vs. 10	5 vs. 11	
1 vs. 8	2 vs. 9	3 vs. 10	4 vs. 11		
1 vs. 9	2 vs. 10	3 vs. 11			
1 vs. 10	2 vs. 11				
1 vs. 11					
7 vs. 8	8 vs. 9	9 vs. 10	10 vs. 11	11 vs. 9	11 vs. 8
7 vs. 9	8 vs. 10	9 vs. 11	11 vs. 10	10 vs. 9	10 vs. 8
7 vs. 10	8 vs. 11				9 vs. 8
7 vs. 11					
11 vs. 7	11 vs. 6	11 vs. 5	11 vs. 4	11 vs. 3	11 vs. 2
10 vs. 7	10 vs. 6	10 vs. 5	10 vs. 4	10 vs. 3	10 vs. 2
9 vs. 7	9 vs. 6	9 vs. 5	9 vs. 4	9 vs. 3	9 vs. 2
8 vs. 7	8 vs. 6	8 vs. 5	8 vs. 4	8 vs. 3	8 vs. 2
	7 vs. 6	7 vs. 5	7 vs. 4	7 vs. 3	7 vs. 2
11 vs. 1		6 vs. 5	6 vs. 4	6 vs. 3	6 vs. 2
10 vs. 1			5 vs. 4	5 vs. 3	5 vs. 2
9 vs. 1				4 vs. 3	4 vs. 2
8 vs. 1					3 vs. 2
7 vs. 1					
6 vs. 1					
5 vs. 1					
4 vs. 1					
3 vs. 1					

2 vs. 1

### Choice Selection Breakdown

**Note: The number following the item number corresponds to the number or times the item was selected.**

1 = _____	6 = _____	11 = _____
2 = _____	7 = _____	Left position = _____
3 = _____	8 = _____	Right position = _____
4 = _____	9 = _____	
5 = _____	10 = _____	

### Prioritized List Based on Selection

1. _____	7. _____
2. _____	8. _____
3. _____	9. _____
4. _____	10. _____
5. _____	11. _____
6. _____	

## Sight-Word Reading Exercise – Schedule and Activity Words

### **Exercise 1 – Time-delay presentation and recitation**

1. Given student's targeted sight words, tell student that you are going to show him a word and that he should look at the card and repeat what you say.
2. In any order, visually present student with a card and immediately state the word on the card.
3. If student responds correctly, provide verbal praise and move on to the next word.
4. Repeat steps 2 and 3 with all of his sight words.
5. Upon completion, go through the full trial one more time.

Error correction – If student does not respond within 5-7 seconds of your cue (stating the word), or makes a mistake, repeat the instructions and step 2 in the sequence. This time, have student say the word on the card twice.

### **Exercise 2 – Sight word and comprehension**

1. Exercise 2 is an extension of Exercise 1.
2. Present student with a sight word and recite the word.
3. After student repeats the word, give a very brief explanation of the word (if it is something concrete, have an example of that object on hand and ask student to point to it).
4. Words requiring an action should be practiced (e.g. Good Morning – “When you get to school each day, you say ‘Good Morning.’”).
5. Repeat steps until you have covered each word with comprehension at least one time.

Error correction – If student does not respond within 5-7 seconds of your cue or makes a mistake, model the correct response for him and have him repeat your model (e.g. – point to his backpack and say “backpack”