Script for Ideas to design plans using DBD

This powerpoint should help you when you are thinking about ideas to help you design plans for individual students using data-based decisions.

There are three types of learning problems: when the student is making no progress, when the student is making progress but it is too slow, and when the student is showing regression or variable progress. We are going to talk about ideas for each one of those types of problems.

The first one is when the student is making no progress, you can simplify the skill. You can do that in one of four ways listed here.

The first one is to use assistive technology examples. If the student is not able to point to pictures that you are providing or not able to identify information that is being presented to them, we can provide them a more consistent way to respond or opportunities to respond by providing assistive technology for the student.

Another one is to simplify the form of the examples. If we are asking the student to say the word and they unable say the word, again if we can provide assistive technology, that would help, but also maybe they can point to the word. For example if we are asking students to identify their colors or their color words, and if we present the word to the student, they could point to the color if they cannot say the word.

You may simplify the material. Instead of learning to read a sight word, they could use the logo to identify the information. So we can simplify the materials to provide them the opportunity to show what they are learning.

Another way is use forward or backward chaining. If the student is unable to follow a picture recipe, we may again teach the first steps or teach the last few steps and then build the other steps in over time so that we are not doing the total task. But we can use pieces of the task- we may use one step or we may use three steps- but it will simplify the expectation for the student performance and then we work with them to complete the rest of the task.

If the progress is too slow for the student, there are five ways we can address that.

The first one is our prompt hierarchy. We follow a verbal prompt, a model prompt, and a physical prompt for the student. We are not jumping from a verbal to a physical but we are going through a consistent prompt hierarchy and so that all individuals who are working with the child use a consistently prompt hierarchy.

Another way is to delay the prompt again giving them appropriate wait times before we provide the prompts so the student can initiate the correct response. This will vary depending upon our students. We have some students with the most significant cognitive disabilities that may have some physical disabilities as well and it may take them time to be able to initiate the response and we need to wait and allow them the opportunity to do that.
One of the biggest issues for our population of students is that they become prompt dependent. They will sit and wait until the prompt is provided to them. We want to make sure we are fading those prompts over time so that students develop some initiation of the skill and initiate the response themselves. We want to make sure that we are reinforcing that initiation when students are beginning to learn those skills.

We can start using nonspecific prompts as well. Instead of prompting them to the correct response that we want, we can prompt them with “what is next?” or “what do you think the next step will be?” and so forth so we can fade that.

There may be a need for more training trials throughout the day. We can do a repeated trial or a repeated opportunity which are to add more times where they naturally occurring trials across the day. We want to make sure we give them the opportunity to warm up on those skills- a little quick review of those skills before they have to apply them.

And then once our student is learning to initiate the skills (they can do them), then we only want start reinforcing the independent correct responses. We want to praise those responses and not praise the prompted responses that the student requires.

Last, if the student is working and performing in a variable way or they are regressing across their skills and it is not related to a medical or behavioral issue, there are different ways to improve motivation. We want to make sure that we are allowing the student to have choices embedded in the skill or task we are providing them. If we are dealing with books or text, maybe the student could choice the text we are doing. We can also provide opportunities for students to self monitor and graph their progress over time. We can vary the reinforcement- when the reinforcement occurs and what the reinforcement is.