TEACHING ACTIVITIES OF DAILY LIVING (ADL) SKILLS

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ACTIVITIES OF DAILY LIVING (ADLs)

Examples:
• Tooth brushing
• Hand washing
• Dressing
• Face washing
• Shaving
• Hair brushing/combing
• Toileting
• Independent work
• Independent NET activity schedule
• Shoe tying
Overview of Steps

1. Select a skill to teach.
2. Construct a task analysis.
3. Develop a stimulus-response (S-R) chain.
4. Collect baseline data.
5. Analyze baseline data to select which chaining procedure to use (forward, backward, or total task).
6. Select mastery criterion for each step (if using a forward or backward chain) or for the entire chain (if using total task).
7. Teach the skill and record data.
8. Graph data.

Step 1

Step 1: Select a skill to teach based on informal assessment procedures, discussions with parents, daily observations of weak areas within the learner’s repertoires, etc.
Step 2

**Step 2: Construct a task analysis.**
Constructing a task analysis will determine the sequence of behaviors that are necessary and sufficient to complete the given task. This should be individualized according to age, skill level, and prior experience of learner.

Four steps to identify components of task analysis:
1. Observe the student performing the task.
2. Observe competent individuals perform desired sequence of behaviors.
3. Consult with experts or persons skilled in performing the task (e.g., Murdoch curriculum).
4. Perform the behaviors oneself.

Step 3

**Step 3: Develop a stimulus-response (S-R) chain.**
Once all steps are in sequence, the $S$'s, corresponding responses, and consequences to those responses must be identified. The learner must be taught to discriminate the conditions under which each response within the chain should be performed.

In addition, when constructing an S-R chain, the instructor should:
* Number each step.
* In the data collection boxes, include a “no response” (NR), an “incorrect response” (IR), and an “independent” (IND) for baseline data.
* In the data collection boxes for teaching, include a “full prompt” (FP), “partial prompt” (PP), and an “independent” (IND).
Example of an S-R Chain

<table>
<thead>
<tr>
<th>Step</th>
<th>SD / Consequence</th>
<th>Response</th>
<th>Baseline</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SD: “Brush your teeth”</td>
<td>Open box</td>
<td>IND NR IR</td>
<td>IND NR IR</td>
</tr>
<tr>
<td></td>
<td>C: Box is open</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>SD: Sight of toothpaste</td>
<td>Pick up toothpaste</td>
<td>IND NR IR</td>
<td>IND NR IR</td>
</tr>
<tr>
<td></td>
<td>C: Toothpaste in hand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>SD: Holding toothpaste</td>
<td>Open toothpaste</td>
<td>IND NR IR</td>
<td>IND NR IR</td>
</tr>
<tr>
<td></td>
<td>C: Toothpaste open and cap in hand</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key:
- IND: Independent Response
- NR: No Response
- IR: Incorrect Response
- FP: Full prompt
- PP: Partial prompt

Methods for Conducting Baseline Assessments

Before beginning step 4, select a method for assessing the learner’s mastery level.

**Single-Opportunity Method:** designed to assess a learner’s performance of each behavior in the S-R chain in the correct sequence.
- Assessment begins when instructor provides SD (e.g., “Go wash your hands”).
- Learner has a time limit to perform the steps correctly, independently, and sequentially.
- If at any time, the learner exceeds the time limit to perform a step, performs a step incorrectly, or performs a step out of sequence, the assessment stops and all remaining steps are scored as incorrect.

**Multiple-Opportunity Method:** designed to assess a learner’s level of mastery across all of the behaviors in the S-R chain.
- If a step is performed incorrectly, out of sequence, or the time limit for completing the step is exceeded, the instructor completes that step for the learner, thereby setting up the SD for the next step, and then positions the learner for the next step.
- Each step that is performed correctly is scored as independent (i.e., IND), even if the learner made an error on the previous steps.
Step 4

Step 4: Collect baseline data.
- Conduct baseline probes 3 times using the **multiple-opportunity method**.
- It may be helpful to have someone else record the data for each step in the chain.
- If at any point the learner does not respond, change the stimuli to be set-up for the next step in the chain and allow the learner the opportunity to engage in that response.

Step 5

Step 5: Analyze baseline data to determine which chain to use:
- Forward chaining
- Backward chaining
- Total task presentation
Forward Chaining

Candidates for Forward Chaining:
• A learner who completes some, but not majority of the skills in the chain independently
• A learner who is typically less advanced or typically takes an extended period of time to acquire skills
• Negative reinforcement, in the form of termination of the chain, is not necessary to maintain performance

Advantages to Forward Chaining:
• It can be used to link smaller chains into larger ones
• It is relatively easy, so teachers are likely to use it in the classroom

Description: In forward chaining, the steps are taught in their naturally occurring order. Reinforcement is delivered when the predetermined criterion for the first behavior in the sequence is achieved. Thereafter, reinforcement is delivered for criterion completion of steps 1 and 2. Each succeeding step requires the cumulative performance of all previous steps in the correct order.

Example: Step 1 is the first target step. Step 1 is prompted and reinforcement is delivered. When criteria are met for step 1, step 1 must be completed, step 2 is prompted, and reinforcement is delivered after completion of step 2. When criteria are met for step 2, steps 1 and 2 must be completed, step 3 is prompted, and reinforcement is delivered after completion of step 3. This continues until all steps in the chain are being completed before reinforcement is delivered.

***NOTE: When using this type of chaining, the instructor can either motor the learner through all of the steps after the target step or the instructor can terminate the chain after the target step. It is suggested that the instructor choose to motor the learner through all steps in the chain after the target step whenever possible.***

Forward Chaining (cont’d)

2. Andre Tooth Brushing Independent
Backward Chaining

Candidates for Backward Chaining:
- A learner who completes virtually none of the skills in the chain independently
- A learner who is typically less advanced or typically takes an extended period of time to acquire skills
- A learner for whom termination of task (completion of the chain) serves as negative reinforcement

Advantages to Backward Chaining:
- Following each teaching, the learner comes into contact with the terminal reinforcer for the chain

Backward Chaining (cont’d)

Description: In backward chaining, all the behaviors identified in the S-R chain are initially prompted by the trainer, except for the final behavior in the chain. When the learner performs the final behavior in the sequence at the predetermined criterion level, reinforcement is delivered. Next, reinforcement is delivered when the last and next-to-last behaviors in the sequence are performed to criterion. Subsequently, reinforcement is delivered when the last three behaviors are performed to criterion. This sequence proceeds backward through the chain until all the steps in the S-R chain have been introduced in reverse order and practiced cumulatively.

Example: In a 10-step chain, the learner will be motored through the first nine steps, step 10 is prompted, and reinforcement is delivered. When criteria are met for step 10, the learner is motored through steps 1 through 8, step 9 is prompted, step 10 is completed independently, and reinforcement is delivered. This continues until the learner completes all 10 steps independently.

3. Andrew Hand Washing Independent

***NOTE: When using this type of chaining, the instructor can either motor the learner through all of the steps prior to the target step or the instructor can set up the environment so the chain starts at the target step. It is suggested that the instructor choose to motor the learner through the chain up to the target step whenever possible.***
Total Task Presentation

Candidates for Total Task Presentation:

- A learner who can perform many of the tasks in the chain, but needs to learn them in sequence
- A learner with moderate to severe disabilities
- When the task sequence or cycle is not very long or complex

Total Task Presentation (cont’d)

Description: In total task presentation, the learner receives training on each step in the task analysis during every session. The instructor provides assistance with any step the learner is unable to perform independently, and the chain is trained until the learner is able to perform all the behaviors in the sequence to the predetermined criterion.

Example: Following an instruction to complete a task (e.g., “Go wash your hands”), the learner is given 3 seconds to complete step 1. If the learner does not complete step 1 after 3 seconds or attempts to engage in a behavior other than the behavior specified in step 1, the instructor provides a prompt. When the learner has completed step 1 (i.e., either independently or with a prompt), the learner is then given 3 seconds to complete step 2. If the learner does not complete step 2 after 3 seconds or attempts to engage in a behavior other than the behavior specified in step 2, the instructor provides a prompt. This continues until the entire chain is completed.
Step 6

Step 6: Select a mastery criterion for each step (if using a forward or backward chain) or for the entire chain (if using total task).

- The mastery criterion should be individualized based on how often the learner will perform the skills, how strong/weak the skills were during baseline, and the learner’s prior history of acquisition.
- For forward or backward chains, typically the mastery criterion is set at 3 – 5 consecutive days with an independent response on the target step.
- For total task, typically the mastery criterion is set at 5 – 10 days with 100% of the steps completed independently.

Step 7

Step 7: Teach the skill and record data.

- On the first teaching trial of the day, record data.
- Determine which stimulus control transfer procedure will be used:
  - Most-to-least prompting
  - Least-to-most prompting
  - Graduated guidance
  - Time delay
- If you are using a forward or backward chain, teach the current target step two to five times depending on the individual learner.
- If you are using total task presentation, determine if additional teaching trials are needed.
Methods to Transfer Stimulus Control

Most-to-Least Prompts
- The most intrusive prompt is provided immediately and is then faded to less intrusive prompts; instructor will fade prompts as the learner needs less intrusive prompts to successfully execute the behavior independently.
- Used when the instructor analyzes that the learner will need a full physical prompt to engage in the correct behavior.
- Used when the learner’s inclination is to respond incorrectly.

Least-to-Most Prompts
- The instructor provides the least intrusive prompt first and uses more intrusive prompts only as necessary to evoke the correct behavior.
- Used when the instructor analyzes that the learner will need only a partial prompt to engage in the correct behavior.
- Used when instructor wants to provide an opportunity for learner to engage in correct behavior with the least amount of assistance necessary and believes that learner may not need a full physical prompt to perform the behavior independently.

Methods to Transfer Stimulus Control (cont’d)

Graduated Guidance
- The instructor shadows the learner’s movements and provides physical prompts only when necessary for the learner to complete the behavior. Over time, and based on the learner’s responding, the instructor increases the distance of his/her hands from the learner until eventually the shadowing is eliminated and the learner engages in the behavior independently.
- This type of prompt is typically used with total task presentation.
- When using graduated guidance, the instructor will also need to determine if, when prompts are necessary, they will be provided using most-to-least or least-to-most prompting methods.

Time Delay
- Present $S^D$, wait a certain number of seconds (e.g., 3 seconds), and then, if the correct response has not yet been emitted, the instructor provides a prompt.
- Used when transferring stimulus control from a response prompt to the natural $S^D$.
- Used with learners who are unlikely to emit an incorrect response, such as when the learner has started emitting the correct response with less intrusive prompts and now the instructor want to give him/her the opportunity to emit an independent response.
- When using time delay prompts, the instructor will also need to determine if, when prompts are necessary, they will be provided using most-to-least or least-to-most prompting methods.
Step 8

Step 8: Graph data.

- Title should include the skill and the measure (e.g., “Daily cumulative number of steps mastered for tooth brushing” for forward/backward chain or “Percentage of independent work steps completed independently per session” for total task presentation).
- Mastery criteria should be clearly specified at the top of the graph.
  - Criteria for mastery of each individual step for a backward or forward chain (e.g., 3 consecutive days independent)
  - Criteria for mastery for entire chain for total task presentation (e.g., 10 consecutive days at 100% with instructor out of sight)
- After collecting baseline data, if the decision is made to teach using a forward or backward chain, then the baseline data should be graphed vertically to indicate within each baseline probe what number steps were completed independently.
- After collecting baseline data, if the decision is made to teach using total task presentation, then the baseline data should be graphed as the percentage of steps completed independently during each baseline probe.
- Phase change after baseline/before teaching.
- The independent variable should clearly define the teaching procedure that is being used (e.g., forward chain w/ physical prompts only) and the number of steps in the chain.
- Phase change lines should be drawn whenever a program change is made.
- If you are using total task presentation, the graph should include an aim line.

BASELINE

Stimulus Response Data Sheet

**Skill:** Independent Work

**Chaining Procedure:**

**Criteria:**

Instructions: Record the prompt level for each response (total task) or current target level (backward chain or forward chain).

<table>
<thead>
<tr>
<th>Step</th>
<th>BD/Consequence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>“Go do your work”</td>
<td>Walks to drawers</td>
</tr>
<tr>
<td>50</td>
<td>Materials in front of sink</td>
<td>Pull out drawer #1</td>
</tr>
<tr>
<td>51</td>
<td>Materials in front of sink</td>
<td>Put materials on table</td>
</tr>
<tr>
<td>52</td>
<td>Materials in front of sink</td>
<td>Pull out other</td>
</tr>
<tr>
<td>53</td>
<td>Materials in front of sink</td>
<td>Sit down in chair</td>
</tr>
<tr>
<td>54</td>
<td>Materials in front of sink</td>
<td>Chair pushed in</td>
</tr>
<tr>
<td>55</td>
<td>Materials in front of sink</td>
<td>Complete task</td>
</tr>
</tbody>
</table>

Key: BL = Instructed Response, NR = No Response, PP = Full Prompt, PP = Partial Prompt, IND = Independent

5. Nicole’s Independent Work
<table>
<thead>
<tr>
<th>Task #</th>
<th>SD / Consequence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Close drawer #1</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Pull out drawer #2</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>Take materials out of drawer #1</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Put materials on table</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>Sit down in chair</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Pull is chair</td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>Set up materials to complete task</td>
<td></td>
</tr>
</tbody>
</table>

Key: IR = Incorrect Response, NR = No Response, FP = Full Prompt, PP = Partial Prompt, IND = Independent
### Forward Chain

#### Stimulus/Response Data Sheet

**Skill:** Tooth brushing

**Learner:** Andre

**Procedures:** Forward Chain

**Criteria:** 5 consecutive days

**Instructions:** Create a stimulus-response chain with the SO and consequence listed for each response. Record the prompt level for each response (full task, partial physical prompt, or independent). Complete the chain for 5 consecutive days.

<table>
<thead>
<tr>
<th>Date</th>
<th>SO Consequence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table

<table>
<thead>
<tr>
<th>Stage</th>
<th>SO Consequence</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Toothbrush in hand</td>
<td>Full physical prompt</td>
</tr>
<tr>
<td>2</td>
<td>Top: toothbrush in hand</td>
<td>Full physical prompt</td>
</tr>
<tr>
<td>3</td>
<td>Middle: toothbrush in hand</td>
<td>Partial physical prompt</td>
</tr>
<tr>
<td>4</td>
<td>Bottom: toothbrush in hand</td>
<td>Independent</td>
</tr>
<tr>
<td>5</td>
<td>All: toothbrush in hand</td>
<td>Independent</td>
</tr>
<tr>
<td>6</td>
<td>Toothbrush on counter</td>
<td>Independent</td>
</tr>
<tr>
<td>7</td>
<td>Toothbrush in hand</td>
<td>Independent</td>
</tr>
<tr>
<td>8</td>
<td>Toothbrush on counter</td>
<td>Independent</td>
</tr>
<tr>
<td>9</td>
<td>Toothbrush in hand</td>
<td>Independent</td>
</tr>
<tr>
<td>10</td>
<td>Toothbrush on counter</td>
<td>Independent</td>
</tr>
</tbody>
</table>

#### Key

- NR = No Response
- FP = Full Physical Prompt
- PP = Partial Physical Prompt
- IND = Independent

### Backward Chain Data Sheet

**Learner:** Andy V.
**Stimulus:** Backward Chain

**Instructions:** Create a stimulus-response chain with the ID and consequence listed for each response. Teach three chains per session.

#### Chain # 6

<table>
<thead>
<tr>
<th>ID</th>
<th>Response</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Turn off water</td>
<td>Turn on water</td>
</tr>
<tr>
<td>2</td>
<td>Turn on water</td>
<td>Turn off water</td>
</tr>
<tr>
<td>3</td>
<td>Wash hands at sink</td>
<td>Wash hands in sink</td>
</tr>
<tr>
<td>4</td>
<td>Wash hands in sink</td>
<td>Wash hands at sink</td>
</tr>
<tr>
<td>5</td>
<td>Wash hands at sink</td>
<td>Wash hands in sink</td>
</tr>
<tr>
<td>6</td>
<td>Wash hands in sink</td>
<td>Wash hands at sink</td>
</tr>
<tr>
<td>7</td>
<td>Wash hands at sink</td>
<td>Wash hands in sink</td>
</tr>
</tbody>
</table>

**Key:**
- NR: No Response
- IR: Insufficient Performance
- PP: Partial Performance
- IP: Independent Performance

---

**Chain # 8**

<table>
<thead>
<tr>
<th>ID</th>
<th>Response</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Turn off water</td>
<td>Turn on water</td>
</tr>
<tr>
<td>2</td>
<td>Turn on water</td>
<td>Turn off water</td>
</tr>
<tr>
<td>3</td>
<td>Wash hands at sink</td>
<td>Wash hands in sink</td>
</tr>
<tr>
<td>4</td>
<td>Wash hands in sink</td>
<td>Wash hands at sink</td>
</tr>
<tr>
<td>5</td>
<td>Wash hands at sink</td>
<td>Wash hands in sink</td>
</tr>
<tr>
<td>6</td>
<td>Wash hands in sink</td>
<td>Wash hands at sink</td>
</tr>
<tr>
<td>7</td>
<td>Wash hands at sink</td>
<td>Wash hands in sink</td>
</tr>
</tbody>
</table>

**Key:**
- NR: No Response
- IR: Insufficient Performance
- PP: Partial Performance
- IP: Independent Performance

---

**Chain # 7**

<table>
<thead>
<tr>
<th>ID</th>
<th>Response</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Turn off water</td>
<td>Turn on water</td>
</tr>
<tr>
<td>2</td>
<td>Turn on water</td>
<td>Turn off water</td>
</tr>
<tr>
<td>3</td>
<td>Wash hands at sink</td>
<td>Wash hands in sink</td>
</tr>
<tr>
<td>4</td>
<td>Wash hands in sink</td>
<td>Wash hands at sink</td>
</tr>
<tr>
<td>5</td>
<td>Wash hands at sink</td>
<td>Wash hands in sink</td>
</tr>
<tr>
<td>6</td>
<td>Wash hands in sink</td>
<td>Wash hands at sink</td>
</tr>
<tr>
<td>7</td>
<td>Wash hands at sink</td>
<td>Wash hands in sink</td>
</tr>
</tbody>
</table>

**Key:**
- NR: No Response
- IR: Insufficient Performance
- PP: Partial Performance
- IP: Independent Performance

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**7. Andrew Hand Washing**

**Andy Independent**
### TOTAL TASK PRESENTATION

**Learner:** Naman  
**Skill:** Shaving

**Chaining Procedure:** Full Task

**Instructions:** Create a stimulus response chain with the SI and consequence listed for each response. Record the prompt level for each response (total task), or current target step (breakdown chain or forward chart).

<table>
<thead>
<tr>
<th>Step</th>
<th>SI / Consequence</th>
<th>Response</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6th: Naman, go to bedroom</td>
<td>Walks to the bathroom</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3rd: In bedroom standing in front of sink</td>
<td>Drawer opened</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3rd: Materials raised, materials raised</td>
<td>Open drawer</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3rd: Materials on counter, drawer opened</td>
<td>Close drawer</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3rd: Materials on counter, drawer opened</td>
<td>Open shaving box</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>3rd: Materials on counter, drawer opened</td>
<td>Pick up razor and grab with right hand</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3rd: Materials on counter, drawer opened</td>
<td>Take razor off razor</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3rd: Materials on counter, drawer opened</td>
<td>Place cap on counter</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3rd: Materials on counter, drawer opened</td>
<td>Turn razor with left hand</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3rd: Materials on counter, drawer opened</td>
<td>Turk lips in any way necessary may be rag</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3rd: Materials on counter, drawer opened</td>
<td>Place razor on face (other chin or upon top of face)</td>
<td></td>
</tr>
</tbody>
</table>

**Data Sheet:**  
**Key:**  
- IR - No Response
- PP - Full Physical Prompt
- PP - Partial Physical Prompt
- IN -Independent
### 8. Naryan Shaving

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>9th: Razor on face, not used by yourself.</td>
<td>Move razor around in any way necessary in order to remove all hair.</td>
</tr>
<tr>
<td>13</td>
<td>9th: Shaving complete, lips turned.</td>
<td>Untuck lips</td>
</tr>
<tr>
<td>14</td>
<td>9th: Lips turned, razor on.</td>
<td>Turn razor off</td>
</tr>
<tr>
<td>15</td>
<td>9th: Razor turned off, cover on counter.</td>
<td>Pick up cover</td>
</tr>
<tr>
<td>16</td>
<td>9th: Cover in hand, razor against.</td>
<td>Place cover on razor</td>
</tr>
<tr>
<td>17</td>
<td>9th: Razor removed, turned off and in hand.</td>
<td>Put razor in box</td>
</tr>
<tr>
<td>18</td>
<td>9th: 3rd in box, not yet used.</td>
<td>Take shaving cream out of box using left hand</td>
</tr>
<tr>
<td>19</td>
<td>9th: Shaving cream on left hand, 3rd closed.</td>
<td>Open shaving cream with right hand</td>
</tr>
<tr>
<td>20</td>
<td>9th: Shaving cream opened on left hand, 3rd on counter.</td>
<td>Using left hand, squeeze one drop of cream onto right hand</td>
</tr>
<tr>
<td>21</td>
<td>9th: Shaving cream on right hand, 3rd in left hand.</td>
<td>Put bottle on counter</td>
</tr>
<tr>
<td>22</td>
<td>9th: Shaving cream on right hand, 3rd on counter.</td>
<td>Rub hands together</td>
</tr>
<tr>
<td>23</td>
<td>9th: Shaving cream in hand.</td>
<td>Rub in shaving cream around chin, upper lip, and neck area.</td>
</tr>
<tr>
<td>24</td>
<td>9th: Shaving cream on face, shaving cream opened on counter.</td>
<td>Close shaving cream</td>
</tr>
</tbody>
</table>

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**Key:** NR - No Response, FP - Full Prompt, PP - Partial Prompt, IN - Independent
Step 9

Step 9: Make data-based decisions

- If you are using forward or backward chaining
  - Analyze the data on the S-R chain data sheet
  - Use previously mentioned data-based decision making criteria with a frame size based upon mastery criteria.
- If you are using total task presentation
  - Analyze the data on the graph
  - Use the same criteria as you would when graphing percentage and calculating an aim line
    - If there are 3 consecutive data points below the aim line, make a program change.
    - If there are 4 consecutive data points showing variability, make a program change.

- Teaching Procedure
  - Prompting (physical prompts only)
    - **Forward Chain**: Learner completes all steps before target step, instructor prompts target step and all subsequent steps.* After completion of the current target step
    - **Backward Chain**: Prompt the learner through the chain up to the current target step, prompt target step, allow learner to complete all remaining steps. *After completion of the current target step if needed; but ideally at the end of the chain
    - **Total Task Presentation**: Use graduated guidance throughout the entire chain. *After completion of the entire chain or throughout the chain, if needed.
  - When to Reinforce
    - For current target step only
  - Data Collection
    - Vertically; indicate each number step completed individually for each probe
  - Graphing Baseline Data
    - Daily cumulative number of mastered steps
  - Graphing During Teaching
    - Daily cumulative number of mastered steps

  - Percentage of steps completed independently for each probe
  - Daily percentage of steps completed independently
Case Study- Jordan

Shoe Tying
- 9. Backward Chain
- 10. Independent at task

Case Study: Naryan

Set Up for Schedule
Following Schedule

References
