

(Insert Title of Skill)

For all sessions following the initial BST session, probe each criterion for the instruction phase before moving to modeling, rehearsal, and feedback.

Materials

- White board and markers or Velcro board with steps
- (Insert)

Task Analysis

(Insert title of skill)

1. (Insert steps)

Measurable Objectives

Given instruction, modeling, rehearsal, and feedback, students will be able to _____, with 100% accuracy (#/# steps) for three consecutive independent testing opportunities and two consecutive generalization probes as measured a WMU PROMOTES Job Coach or BCBA.

Data Collection

#	Steps	Score as +, -, or N/A						%
1								
2								
3								
4								
5								
6								
7								

Did the student achieve criterion? Yes No

Percentage: _____

Instruction

(Introduce the step and why the overall skill is important)

When (skill name), there are (#) steps you should follow (**USE VELCRO BOARD WITH STEPS or WHITE BOARD**):

1.

(Why each individual step in the skill is important)

A few examples of (situations, variations of the skill, etc.) are:

•

ASR Opportunity

Remember, the steps to answering (skill name) are (**list and point to the visual aid being used**). Now you say them as I point to each step.

ASR Opportunity

(Insert question from instructional material – examples are: What is one example of a question you can ask during an interview? What is one reason this skill is important?)

- **Move on to modeling: when the student 1) reads each step for the skill and 2) correctly states one reason why saying “excuse me” is important**
- **If the student does not read each step for the skill, prompt once (“It’s important for you to read each step. Let’s try again”) and retry once before moving on to video modeling**
- **If the student cannot list a reason for why the skill is important, reread the underlined sentence in the above passage and represent the question.**

Did the student read each step for the skill?

Date		Date		Date		Date		Date	
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N

Did the student give an example question?

Date		Date		Date		Date		Date	
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N

Modeling

Now we're going to watch a video that shows how you should (skill name). Remember, the steps to (skill name) are (list and point to the visual aid being used).

Did the student watch the video model?

Date		Date		Date		Date		Date	
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N
	Y N		Y N		Y N		Y N		Y N

Rehearsal

Now that we've watched the video, let's practice. In this scenario, (insert scenario samples), and you'll practice how you (insert skill name). Let's try it out.

Sample Scenarios

Feedback

- For steps that are correctly completed, provide **behavior-specific descriptive praise**
Examples:
 - Excellent job turning saying "yes" before asking your question
 - You said "thank you" after I answered you, which was exactly what we practiced.
- Differentially reinforce when 100% of steps are completed correctly (high enthusiastic praise)
- For steps that are missed or completed incorrectly:
 1. Provide **corrective feedback**
 2. **Model** the specific step of the skill
 3. **Rehearse** each individual step of the skill incorrectly completed
 4. **Practice** the skill again, focusing feedback on steps previously missed.