chapter 7

Developing Instructional Strategies

LEARNING OBJECTIVES

Upon completing this chapter, the reader will be able to:

1. Define instruction.
2. Define and complete a task analysis.
3. Define error-free learning.
4. Define four error-free teaching techniques.
5. Define fading.
6. Complete an instructional objective sheet.
7. State the importance of data collection.
8. State the importance of providing practice and generalization on a regular basis.

INTRODUCTION

After goals and objectives have been identified, the next step is to develop instructional strategies that will assist the individual with a developmental disability to acquire new skills. Instructional strategies enable the staff to define the support services required by each individual. They also allow the staff to pinpoint the natural environments within which learning will take place. The staff should employ the strategies only in the environments where the new skills will be used. To teach skills in artificial environments is not a good instructional strategy.

This chapter tells you how to develop effective instructional strategies and organize the learning environments. Three critical steps in organizing a learning environment are: 1) planning the instruction, 2)
implementing the instruction, and 3) providing opportunities for the practice and generalization of the skill.

PLANNING THE INSTRUCTION

Providing instruction is a planned and systematic process. Learning, for the most part, does not happen accidentally. Successful planning enhances the learner's ability to accomplish the goals and objectives in the individualized service plan (ISP). Table 1 details the planning steps in establishing an instructional strategy.

Determine Whether Behavior Is Simple or Complex

The first step in planning for instruction is to distinguish simple behaviors from complex behaviors. Simple behaviors are those that cannot be broken down any further. They stand alone and do not involve other behaviors. For example, sitting is a simple behavior. You would be unable to list behaviors that make up the behavior of sitting. Looking, standing, or holding are other examples of simple behaviors.

In contrast, complex behaviors are combinations of several other behaviors. Driving a car is a complex behavior composed of hundreds of simple behaviors. The study of behaviors and the listing of the simple behaviors that make up a complex behavior constitute a process called a task analysis.

**TASK ANALYSIS IS THE PROCESS OF STUDYING A BEHAVIOR BY BREAKING THE BEHAVIOR INTO SMALLER, LOGICAL, AND SEQUENTIAL STEPS.**

Task analysis simplifies the teaching of new skills by breaking a new behavior into logical steps within a sequence. To complete a task analysis, list the simple behaviors in the order they occur. You can do this from memory or by actually completing the behavior and listing

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**Table 1. Planning instructional strategies**

Steps in planning an instructional strategy include:

1. Determine if the behavior is simple or complex. If the behavior is complex, determine if a task analysis is needed.
2. Select the instructional methods and a strategy for eliminating any assistance.
3. Determine your reaction to a correct or incorrect response.
4. Decide when to move to the next step in your instructional strategy.
5. Select instructional materials and the appropriate setting for instruction.
6. Identify opportunities for practice and generalization of the new behavior.
the steps you performed. For example, consider the skill of washing your hands. What is the sequence of steps in this behavior? A list might include the following eight steps:

1. Turn on water
2. Pick up soap
3. Rub soap on hands
4. Put soap down
5. Rub hands together
6. Rinse hands
7. Turn off water
8. Dry hands

The steps in the task analysis are listed in the order in which the behavior will be learned. In addition, each of the steps can be broken down into additional steps. For example, "turn on water" can be broken down into grasping the faucet, turning the faucet, adjusting the temperature, and controlling the water force.

Most tasks can be broken down into simpler steps. These simpler tasks, in turn, probably can be broken down into even simpler tasks. Some people with developmental disabilities may require additional simple tasks. The strengths and needs of the person determine the number of steps in your task analysis.

In a second example, an individual is learning to spread mustard on a hot dog. The task analysis may include the following eight steps:

1. Open jar of mustard
2. Pick up teaspoon
3. Put teaspoon in jar of mustard
4. Stir contents of jar until smooth
5. Remove spoon from jar
6. Turn spoon on its side and lay it on one end of hot dog
7. Pull spoon across hot dog from one end to the other
8. Return spoon to jar

As in the previous example, each of these steps can be broken down further, depending on the needs and abilities of the individual.

Select Instructional Methods and Strategy for Eliminating Assistance

The second step in developing a teaching strategy is to select the instructional methods. Five methods are frequently used in providing instruction: verbal cueing, modeling, arranging the environment, gesturing, and providing physical assistance. These are all "error-free" teaching approaches. Error-free methods ensure that the person learning a new skill makes a correct response and that learning takes place in a positive manner.
Error-free teaching refers to those techniques designed to assist the person to be successful in learning a new skill.

The goal of error-free teaching is to assist people to progress from dependence to independence in performing a skill or behavior. Error-free techniques are gradually withdrawn as the skill is learned. Procedures to reduce or eliminate the assistance are called fading techniques. By systematically reducing the amount of assistance provided, these techniques contribute to independent performance of the behavior.

Fading involves the gradual withdrawal of assistance until it is no longer needed.

Verbal Cues

Verbal cues help the person to be successful in learning new behaviors by providing the desired response to the person. This method can provide all or part of the necessary feedback. For example, to teach a person how to verbally identify an object, your verbal cue might be, "What is this? Say 'pants.'" Success is guaranteed by providing the answer. The appropriate use of verbal cues in an instructional strategy depends on the person. Verbal cues are generally appropriate for the person who understands one- or two-step commands and some abstract words, but they do not help the person who does not understand verbal messages.

Verbal cues provide spoken information to ensure a correct response.

Fading Procedures

Fading procedures are used to eliminate assistance. For instance, to add a fading procedure to the example above, you provide less and less of the cue until the cue is no longer needed. Table 2 demonstrates the fading of verbal cues into such an instructional program. Notice how the sequence goes from dependence to independence in logical steps.

Fading procedures are listed in sequential, logical order from dependence to independence.

Modeling Procedures

Modeling involves demonstrating the behavior to be learned. The amount of the behavior you model when you begin the instruction
Table 2. Fading of verbal cues

1. The counselor asks "What is this?" and then says, "pants."
2. The counselor asks "What is this?" and then says, "pan..."
3. The counselor asks "What is this?" and then says, "p--.."
4. The counselor asks "What is this?"

depends on the needs of the individual. For example, in teaching a person to hammer a nail, you might say, "Hammer the nail." Then you would pick up the hammer and hit the nail.

MODELING INVOLVES DEMONSTRATING THE BEHAVIOR TO BE LEARNED.

Modeling procedures are generally appropriate for individuals who have the visual, cognitive, and motor abilities to imitate your movements. Modeling is not appropriate for persons who cannot imitate simple motor tasks. After modeling the appropriate behavior for a time, you include fading procedures. Table 3 represents the combination of modeling and fading procedures. Again, the instructional sequence goes from dependence to independence in a logical order.

Arranging the Environment

Arranging the environment is another error-free teaching technique. This method makes it easier for a person to perform a behavior by changing aspects of the person's immediate environment. The focus of the instructional strategy is on the environment, not on the individual. For example, oversized bags can be helpful in teaching a person how to package products in bags. Fading can be combined with arranging the environment. Over time, the size of the bag can be decreased until a regular bag is used.

Table 3. Fading of modeling procedures

1. The job coach says, "Hammer the nail" and then picks up the hammer, raises the hammer overhead, lowers hammer, strikes nail, and puts hammer down.
2. The job coach says, "Hammer the nail" and then picks up the hammer, raises the hammer overhead, lowers the hammer, and strikes the nail.
3. The job coach says, "Hammer the nail" and then picks up the hammer, raises the hammer overhead, and lowers the hammer.
4. The job coach says, "Hammer the nail" and then picks up the hammer and raises the hammer overhead.
5. The job coach says, "Hammer the nail" and then picks up the hammer.
6. The job coach says, "Hammer the nail."
Making changes in the environment assists the person to complete a task.

Table 4 illustrates the use of physical changes in the environment, along with a fading technique, to teach a person to put letters in an envelope. Arranging the environment is useful in most instructional situations. It can be especially helpful for the person learning or performing motor behaviors.

**Gesturing**

Gesturing is another type of error-free teaching technique. Gestures are movements or expressions that bring about the desired behavior. Most people use gestures in communicating with others. For example, you may point to the desk when asking for a piece of paper, shake your head to express disapproval of a person’s behavior, or develop a gesture code to indicate to a friend when you wish to leave a party.

*Gestures consist of movements or expressions that elicit the desired behavior.*

Gestures are effective teaching techniques for the person who needs only a little assistance in completing a desired behavior. A program to instruct a person to recognize his or her house key by using gestures is illustrated in Table 5. The program also includes fading techniques.

**Physical Assistance**

In this error-free teaching technique, you physically assist the person through a desired behavior. This procedure is commonly used for people with severe disabilities. It is also often used as an instructional approach in learning activities of daily living, such as dressing and eating. Finally, it is useful for teaching sequential motor tasks. Table 6 illustrates a program that combines physical assistance and fading to teach a person to take off his or her socks.

**Table 4. Fading of arranging the environment**

| 1. | The job coach says, “Put the letter in the envelope” and hands the employee a 13" x 18" envelope. |
| 2. | The job coach says, “Put the letter in the envelope” and hands the employee a 10" x 15" envelope. |
| 3. | The job coach says, “Put the letter in the envelope” and hands the employee a 7" x 12" envelope. |
| 4. | The job coach says, “Put the letter in the envelope” and hands the employee a letter-size envelope. |
Table 5. Fading of gestures

1. Roommate says, “Show me your house key” and then holds a finger on the key.
2. Roommate says, “Show me your house key” and then holds a finger 2 inches from the key.
3. Roommate says, “Show me your house key” and then holds a finger 4 inches from the key.
4. Roommate says, “Show me your house key.”

Physical assistance involves physically assisting the person through a behavior.

Determine Your Reaction to a Correct or Incorrect Response

Error-free learning techniques provide the person with opportunities for repetition of the desired behavior. Positive reinforcement is provided for completing the behavior even though assistance is given. You must carefully consider the person and his or her abilities and preferred learning styles. The method of instruction must follow logical steps that lead from dependence to independence.

Successful use of error-free learning techniques requires that you decide ahead of time how you will respond to behaviors. If these responses are not planned, they may be inconsistent or random and delay learning. What do you plan to do when the person accomplishes a task? Will you use verbal praise? What exactly will you say? You must also decide what to do if the person gives an incorrect response. Will you say, “No,” ignore the response, or turn your head for 3–5 seconds? Again, you must plan your response in advance. Your behavior must be predictable.

During the instruction, your behavior must be predictable to the person with whom you are working.

Table 6. Fading of physical assistance

1. The counselor says, “Take off your socks” and then grasps the person’s hand and removes the sock.
2. The counselor says, “Take off your socks” and then guides the person’s hand from the wrist.
3. The counselor says, “Take off your socks” and then taps the person’s hand. The person completes the behavior.
4. The counselor says, “Take off your socks.”
Decide When To Move to the Next Step

You must decide when to move the person from dependence to increased independence. For example, assume you are using physical assistance to teach a person to take off his or her socks. You will have to change from physically completing the behavior to guiding the person with your fingertips. The time spent on each step in the fading sequence is extremely important. If you spend too much time on a step, the person may become dependent on your help. If you move too quickly, however, the person may become confused. He or she may not have completely mastered the previous step, and moving to the next step will only decrease the chance for success. The decision to move to the next step depends on successful performance of the previous step. A general rule is to move to the next step in the fading sequence after the person demonstrates three consecutive correct responses.

Select Instructional Materials and Appropriate Setting

Planning the teaching strategy also requires selection of the materials and location for the instruction. Decide on the materials in advance. Do you need, for example, paper, pencils, a sink, a hammer, or drill? In terms of location, the instructional environment affects the person's performance. You must determine, for example, whether the person works best alone or in a group situation. Whenever possible, teaching should occur in the place where the skill or behavior will be most frequently performed. For instance, dressing skills should be taught in the bedroom or bathroom, not in a classroom. It is best to teach a new skill step-by-step in a real-life setting.

The preferred method for teaching a new skill is to teach it step-by-step in a real-life setting.

Identify Opportunities for Practice and Generalization

Finally, you should identify opportunities for the individual to practice and generalize the new behavior or skill. Practice and generalization mean that the individual can try out the skill under different circumstances. Having time to practice and generalize a new skill in natural settings is as important as having the opportunity to learn the skill. Finally, if the individual has few opportunities to learn and practice the skill in natural settings, you should question why you are teaching it.

If there are few opportunities to learn and practice the skill in natural settings, question why you are teaching it.
IMPLEMENTING THE INSTRUCTIONAL PLAN

The best instructional plans are written documents. Figure 1 depicts a form for organizing your instructional strategies, all the elements of which have been discussed here. Figure 2 is an example of a completed form. Note how the information is placed on the form. After completing this form, you are prepared to teach the behavior. In addition, should you be unable to continue working with an individual, another staff member may pick up the form and know exactly what you are working on, what materials and settings to use, and even what to say during your absence.

Teaching Procedures

Teaching requires a systematic procedure that allows the individual to learn a skill in a step-by-step sequence. Two such procedures are forward chaining and backward chaining.

Forward chaining involves teaching the skill beginning with the first step in the task analysis coupled with the first step in the selected sequence of fading. The trials are presented until the criterion for movement between program steps is achieved. The instructor proceeds to the second step in the sequence of fading while remaining on the first task in the task analysis. Instruction continues until the person performs the first task of the task analysis independently. The training session then focuses on the second step of the task analysis. Figure 3 visually describes this process.

Backward chaining involves teaching the skill beginning with the last step in the task analysis coupled with the first step in the sequence of fading. In backward chaining, the instructor applies the full support of the selected error-free strategy for all tasks in the task analysis but is concerned with applying the sequence of fading with the last step. Trials are presented until the criterion for movement between program steps is achieved. Providing total support for all tasks except the last, the instructor then proceeds to the second step in the sequence of fading. Once the task is performed independently, the next to the last step becomes the focus of fading procedures. Figure 4 visually represents this process.

Individuals with developmental disabilities learn skills faster with the use of backward chaining, but the training technique generally has no effect on retention of the skills once they have been learned.

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**FORWARD CHAINING INVOLVES WORKING FROM BEGINNING TO END UNTIL THE BEHAVIOR IS LEARNED.**

**BACKWARD CHAINING INVOLVES WORKING FROM END TO BEGINNING UNTIL THE BEHAVIOR IS LEARNED.**
<table>
<thead>
<tr>
<th>Person's name:</th>
<th>Date started:</th>
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<tbody>
<tr>
<td>Program implementor:</td>
<td>Date completed:</td>
</tr>
<tr>
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<tr>
<td>Behavioral objective:</td>
<td></td>
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<tr>
<td>Instructional statement:</td>
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</tr>
<tr>
<td>Task analysis:</td>
<td>Sequence for fading cues:</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
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<td>A. Correct response —</td>
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<td>B. Incorrect response —</td>
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<td>Criterion level of acceptable behavior for movement between program steps:</td>
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<tr>
<td>Materials:</td>
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<tr>
<td>Setting:</td>
<td></td>
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<tr>
<td>Opportunities for practice/generalization:</td>
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</table>

**Figure 1.** Form for organizing an instructional strategy.
Person's name: John Smith

Program implementor: Tom Winner

Program area: Activities of Daily Living

Behavioral objective: Given a command, John will wash his hands correctly 4 out of 5 times requested on 3 consecutive days.

Instructional statement: "John, wash your hands."

Task analysis:
1. Turn on water.
2. Pick up soap.
3. Rub soap on hands.
4. Put soap down.
5. Rub hands together.
6. Rinse hands.
7. Turn off water.
8. Dry hands.

Sequence for fading cues:
A. Grasp John's hands; complete the behavior.
B. Guide John's hands with fingertips.
C. Guide John's hands from wrist.
D. Tap John's hands; John completes the behavior.

Consequences:
A. Correct response — "Good hand washing."

Criterion level of acceptable behavior for movement between program steps: 3 consecutive correct responses

Materials: soap, towel, data sheet, pencil

Setting: bathroom, kitchen

Opportunities for practice/generalization: In the morning; prior to meals.

Figure 2. Example of a completed instructional strategy form.
Task analysis
1. Turn on water
2. Pick up soap
3. Rub soap on hands
4. Put soap down
5. Rub hands together
6. Rinse hands
7. Turn off water
8. Dry hands

Sequence of fading
1. Grasp hands and complete the behavior
2. Guide hands with fingertips
3. Tap hand to initiate behavior
4. Instructional command only


Regardless of the chaining sequence used, instruction should focus on the individual’s ability to learn each step and to combine the step with other steps in the sequence to complete the desired behavior. Instruction moves from one step to the next when the individual demonstrates the ability to complete the step without assistance. During the teaching process, assistance is provided to help the individual learn the steps in the program. This assistance must be systematically reduced to allow the individual to perform the step as independently as possible. Fading procedures reduce the assistance needed by the individual with a developmental disability during each step. After he or she has correctly completed a step with the least assistance, you begin teaching the next step in the sequence.

Data Collection

The success of your instruction is increased by effective data collection methods. Data collection and analysis are as important as the written

Task analysis
1. Turn on water
2. Pick up soap
3. Rub soap on hands
4. Put soap down
5. Rub hands together
6. Rinse hands
7. Turn off water
8. Dry hands

Sequence of fading
1. Grasp hands and complete the behavior
2. Guide hands with fingertips
3. Tap hand to initiate behavior
4. Instructional command only

program. Like windows to your program, they show whether your planned teaching procedure is successful and may help you determine why your teaching is not more effective. Compiling results also provides a way to communicate to others what your program is accomplishing.

**EXERCISE 1**

**Data Collection**

Determine what type of data is collected on programs for two people. Are the data similar? If not, why are they different?

There are many different ways to collect data. Figure 5 shows one method used to document the progress made on a program. This data sheet is designed to use with the instructional strategy form (see Figure 1). It has spaces for restating information about your program; you do not have to refer back frequently to the written program. Space is also provided for responses to 10 separate trials. Figures 6 and 7 illustrate two examples of completed data sheets for a hand-washing program. A trial is provided each time the instructional statement, "John, wash your hands," is given. A "+" in the box indicates a correct response. A "−" in the box indicates an incorrect response. Studying your data at the end of each day helps you to evaluate the teaching strategy.

The data in Figure 6 suggest the following:

1. In 15 minutes of teaching, the person accomplished two steps in the program, A and B, and is currently working on step C: Drying hands while the instructor guides hands from wrist.
2. The task analysis and fading procedures appear correct.
3. The choice of reinforcers appears appropriate.
4. The correction procedures appear effective.

The data in Figure 7 suggest the following:

1. The person moved from step A to step B in the fading procedures: dry hands while instructor guides hands with fingertips.
2. The person appears to be stuck on step B.

If the person continues to show little success you should reevaluate the following (in the order listed):

1. The reinforcer used
2. The task analysis
3. The sequence of fading
4. The assessment data
**DATA SHEET**

Person's name: 

Behavioral objective: 

Task analysis:
1. 
2. 
3. 
4. 
5. 

Sequence of fading:
A. 
B. 
C. 
D. 
E. 

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**Figure 5.** Data sheet for documenting program progress.
**DATA SHEET**

Person's name: **John Smith**

Behavioral objective: Given a command, John will wash his hands correctly 4 out of 5 times requested on 3 consecutive days.

Task analysis:
1. Turn on water.
2. Pick up soap.
3. Rub soap on hands.
4. Put soap down.
5. Rub hands together.

Sequence of fading:
- Grasp hands and complete
- Guide hands with fingers.
- Guide hands from wrist.
- Guide hands with fingers.
- Guide hands with fingers.

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<td>Tokens</td>
<td>(1-7)8</td>
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</table>

Figure 6. Example No. 1 of a completed data sheet for documenting program progress.
**DATA SHEET**

**Person's name:** John Smith  
**Behavioral objective:** Given a command, John will wash his hands correctly 4 out of 5 times requested on 3 consecutive days.

**Task analysis:**
1. Turn on water.  
2. Pick up soap.  
3. Rub soap on hands.  
4. Put soap down.  
5. Rub hands together.

**Sequence of fading:**
A. Grasp hands and complete the behavior.  
B. Guide hands with fingertips.  
C. Guide hands from wrist.  
D. Tap hands.

<table>
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<tr>
<th>Date</th>
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<th>Task analysis</th>
<th>Sequence of fading</th>
<th>Trials</th>
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**Figure 7.** Example No. 2 of a completed data sheet for documenting program progress.
Begin with a review of the reinforcers. Noneffective reinforcers will not motivate people to work. Use another reinforcer from the reinforcement menu. Immediate changes in performance signal a solution to the problem.

If there is no change in performance after introducing the new reinforcer, review the task analysis. Are the steps in the task analysis too large? Is a particular step in the program too difficult? The step in the task analysis may need to be further broken down. For example, the step "dry hands" could be broken down into the following seven steps:

1. Pick up towel in left hand
2. Rub back of right hand with towel
3. Rub palm side of hand with towel
4. Transfer towel from left hand to right hand
5. Rub back of left hand with towel
6. Rub palm of left hand with towel
7. Put towel on counter

If the task analysis is sufficient, review the selected fading technique. Should you have chosen a different technique? Do you need to add additional steps to the fading procedure?

Finally, if the adjustments do not increase learning or performance, review the assessment data. The objective may be inappropriate for the person. The interdisciplinary team may have to set new program objectives.

**PROVIDING OPPORTUNITIES FOR PRACTICE AND GENERALIZATION**

In addition to teaching the skill in natural settings, it is also important to provide multiple opportunities for the individual to practice the skill as it is being learned. Generalization refers to the use of a skill in various settings and situations. An important aspect of planning an instructional strategy is to make sure that the person with a developmental disability has opportunities to practice and generalize the skill being taught. If you cannot readily identify multiple opportunities for the individual to use the skill you are teaching, the skill may not be that important to the individual. You should then consider substituting a skill that is more useful.

**SUMMARY**

Instruction is a planned, structured activity. Certain techniques are helpful in developing instructional strategies. The six steps of planning are:
1. Determine if the behavior is simple or complex. If the behavior is complex, determine if a task analysis is needed.
2. Select the instructional methods and a strategy for eliminating assistance.
3. Determine your reaction to a correct or incorrect response.
4. Decide when to move to the next step in the instructional strategy.
5. Select instructional materials and identify the appropriate setting for the instruction.
6. Identify opportunities for practice and generalization of the new behavior.

The instructional objective sheet is needed for development of a written intervention plan. The form provides areas for delineating the task analysis, fading procedures, and correct and incorrect responses. The sheet also lists the opportunities for practice and generalization of the skill being learned. Practice and generalization refer to the performance of the behavior in a natural setting. Teaching should, when possible, take place in natural settings.

The instructional strategy form is a working document of the instruction provided to the person with a developmental disability. Because this form is a working document, it will change. In fact, it is rare that a program is written and implemented without being changed in some way.

Data collection is a critical aspect of your instruction. Data provide information regarding the effectiveness of the program and document the need for changes within the program. This information offers a means of communication with other team members and can be used to plan and record successes in accomplishing program goals and objectives.

BIBLIOGRAPHY


ADDITIONAL RESOURCES


R. Gaylord-Ross and J. Holvoet (1985), in Strategies for educating students with severe handicaps (Boston: Little, Brown), focus on intervention strategies for school-age individuals.
SELF-APPRAISAL

INSTRUCTIONS

The following questions will help you evaluate your knowledge about developing instructional strategies. For true-false questions, check the correct answer. For multiple choice questions, circle the correct answer(s).

Note: There may be more than one correct answer for some questions.

1. Providing instruction to another person is a planned, systematic process.
   ___ True    ___ False

2. Simple behaviors stand alone; they cannot be broken down.
   ___ True    ___ False

3. Complex behaviors include:
   a. Sitting
   b. Starting a car
   c. Holding an object
   d. Washing your hands

4. Task analysis is:
   a. A list of behaviors in the order in which they occur
   b. Based on medical diagnosis
   c. Completed with gestures and verbal cues only
   d. Not an instructional strategy

5. Error-free teaching techniques ensure that the person learning a new skill will make a correct response.
   ___ True    ___ False

6. Error-free teaching techniques include which of the following:
   a. Verbal cues
   b. Modeling
   c. Gestures
   d. Physical assistance

7. Fading procedures involve the gradual withdrawal of assistance until it is no longer needed.
   ___ True    ___ False

8. Gesturing refers to which of the following:
   a. Showing or demonstrating the behavior
   b. Changing the environment to expedite the performance of a behavior
   c. Using movement or expressions to indicate the desired behavior
   d. Physically putting the person through the behavior
9. The best instructional plan is written.
   [ ] True  [ ] False

10. Data collection on the instructional strategy will tell you which of the following:
    a. If the reinforcer is effective
    b. If correction procedures are appropriate
    c. If the task analysis is appropriate for the person with a developmental disability
    d. If the fading procedures are effective
CASE STUDY

Robert Daniels is a 53-year-old male with a diagnosis of severe mental retardation and a seizure disorder. Mr. Daniels has lived in a large state-operated intermediate care facility for the mentally retarded (ICF/MR) since he was 18 years old. The county service coordination program has been working with Mr. Daniels, the ICF/MR, and a local residential provider to begin Mr. Daniels's transition into a four-person group home.

The institution staff have expressed concern about Mr. Daniels's ability to change his place of residence at age 53, as well as about the possibility of injury resulting from seizures. The community residential staff are concerned about these issues, but feel Mr. Daniels should move to the group home.

The service coordinator has identified a day program for Mr. Daniels. Many of Mr. Daniels's friends from the institution attend the program, which stresses socialization skills and leisure-time skills. The day program supplements the leisure-time program by transporting all 38 participants on community field trips to the local playground, swimming pool, restaurant, and other places.

The group home staff plan to develop more age- and culturally appropriate leisure-time activities for Mr. Daniels. They also plan to collect data over a 2-month period to document the frequency and type of his seizure activity. This information will be used in determining whether Mr. Daniels should continue to wear a protective helmet. Mr. Daniels has indicated to the service coordinator that he does not want to wear a helmet.

Situation

During a recent meeting, the group home staff reviewed their instructional strategies developed to assist Mr. Daniels in learning a new task. One staff member felt that Mr. Daniels was not making progress as rapidly as he is capable of doing; however, he had no data on the progress made. Mr. Daniels has indicated a desire to prepare hot meals.

1. Discuss the relationship between data collection and instructional strategies.
2. Identify and discuss key questions that the staff should ask in the development of an instructional strategy to teach Mr. Daniels how to prepare hot meals.
3. Develop a task analysis for preparing a can of hot soup.