

Creating Skills That Can Be Measured

- Many of the skills involve gross motor, fine motor, or communication skills
- Use your team to identify measurable skills



- Functional Gross Motor Skills for Classroom and School
- Functional Arm and Hand Activities
- Stepping Stones for Communication



Reporting Progress

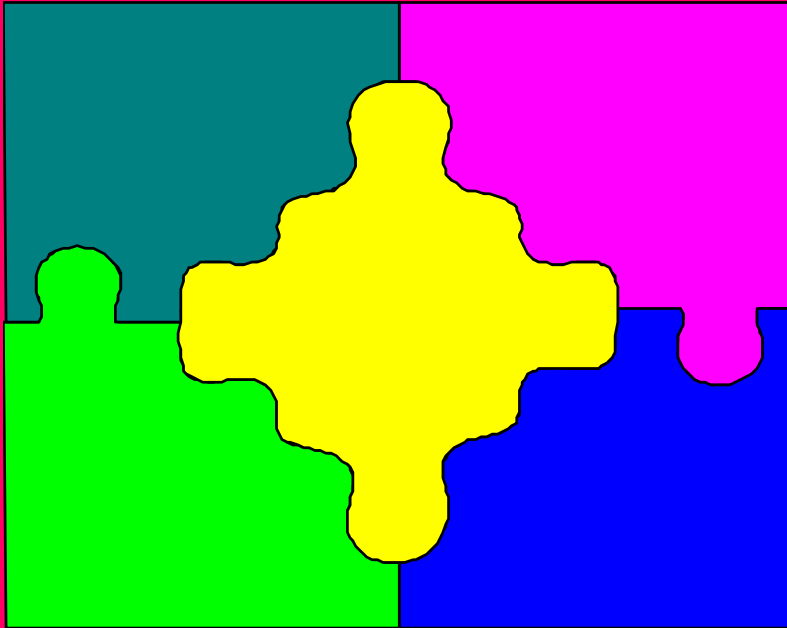
- Need to know if strategies are working and if student is ready to move to a more advanced skill
- Important to recognize success
- Progress is often slow; skills may take a long time to develop



What to Measure?

- Will the information collected reveal useful or meaningful information?
- Does it tell us how the student is doing in terms of acquiring a specific skill?
- Is the method of data collection practical?
- Who is responsible for collecting the data?
- Who is responsible for analyzing the data?

What to Measure?



- Measure what you teach!



When to Measure?

- Within meaningful routines
- Periodically through-out the term



Six Areas of Skill Development

- Degree of Active Participation

- Accuracy of the Skill/Behaviour

- Duration of the Skill/Behaviour

- Frequency of the Skill Behaviour

- Appropriateness of the Skill/Behaviour

- Generalization of the Skill/Behaviour

Degree of Active Participation

- Objective is to increase the student's level of independence with the skill
- Decrease the Amount of Prompting Required
- Prompt levels
- Measure degree of success at a certain prompt level

Levels of Prompts:

1. Independent
2. Non-Verbal (Eye contact)
3. Verbal only
4. Physical only (helping hand)
5. Verbal and Physical
6. Verbal & Hand over Hand
(Full Support)

Examples of Measureable Active Participation Skills

- The student will activate a single switch to play music with a verbal prompt only.
- The student will make a choice between two objects by touching object, with no more than a physical prompt, five times per session.
- The student kicks a ball to a buddy.



Frequency of the Skill

- How often does the student perform the target objective?



Frequency of Behaviour/Skill

Day/Date	During Which Activity/Routine	Count (how many times?)

Examples of Frequency of Behaviour or Skill Measurement

- The student will make a choice for an activity using pictures 5 times per session, by the end of the term.
- The student will push the wheelchair door button on own twice a day.
- The student moves from sitting to standing on her own 3 times a day.

Accuracy of the Skill/Behaviour

- How precisely does the student perform the behaviour?

Student Accuracy Measurement Form

Measuring Accuracy:

- ✓ Correct response or action
- x Incorrect Response
- 0 No Response
- Δ Responded at wrong time

Accuracy Measurement Form

Day/ Date	During Which Activity or Routine	Results
		___ Total Opportun ___ √ Resp ___ × Resp ___ No res ___ Resp when shouldn't have

Examples of Accuracy

- The student will “announce” the next activity, by pointing to picture symbols on the classroom picture schedule, with 80% accuracy, by the end of the term.
- The student will hold her cup with one hand and pour juice into it, without spilling
- The student leans forward to help get her jacket off.

Appropriateness of the Skill

- Does the student demonstrate the desired behaviour in appropriate situations

Appropriateness of Behaviour Measurement Form

Date	Activity/ Routine	Results
		___ Total Opport ___ Approp. Responses ___ Inappr. Responses Describe: ___ N Resp

Examples of Appropriate Behaviour

- The student will respond to greetings by smiling and/or quiet vocalization.
- The student walks safely and independently in the hallways.
- The student uses a bingo dauber on paper (rather than put in his mouth).

Duration of the Skill

- How long does the student engage appropriately in the desired behaviour?

Duration of Skill Performance Measurement Form

Date:	During Which routine/Activity	Length of Time

Examples of Duration of Performance

- How long does the student hold onto a spoon during lunch?
- How long can the student keep his head up during buddy reading?
- How long can the student brush her hair independently?

Generalization of the Skill

- Demonstrates the same skill to new people?
- Demonstrates the skill in new situations?
- Demonstrates the skill with new objects?
- Independently demonstrates the skill in functional settings?

Assessing Skill Generalization

New People	New Situations	Decreased Prompt Need	New Objects Involved in Activity / Routine.

Examples of Assessing Skill Generalization

- Using natural gestures, signs, picture symbols and/or voice output, the student will communicate with five new people, expressing a total of five different communicative intents (including responding to questions, greetings, making choices, requesting “more”, and making comments) by the end of the term.