

# Instructional Decisions

Decision making for behavioral support should be based on and driven by data. It is important for supporters to be able to identify progress or lack thereof based on the data findings and be able to apply those into their next steps.

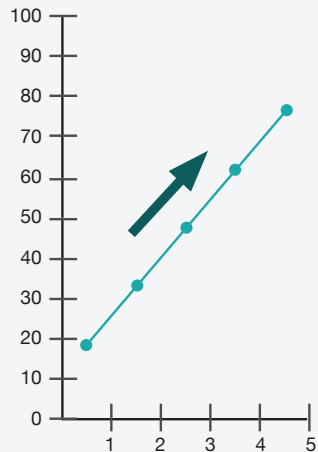
## PROGRESS

**VISUAL ANALYSIS:** Trend is going in the desired direction

**DECISION:**

- Make no changes
- Continue instruction
- If trend is very steep, then consider making instruction more difficult to facilitate greater learning

**TIME ENGAGED IN ACTIVITY**  
Increasing Trend



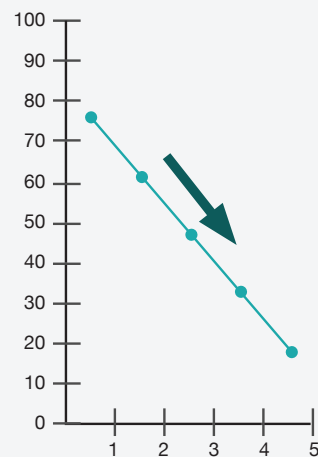
## REGRESSION

**VISUAL ANALYSIS:** Trend is not going in the desired direction

**DECISION:**

- Change instruction
- What could be the problem?
- Motivation (e.g., compatibility with staff, non preferred skill, skill not functional or meaningful)
- Revisit the FBA
- Revise the task analysis to simplify, if there are too many steps

**TIME ENGAGED IN ACTIVITY**  
Decreasing Trend



## NO PROGRESS

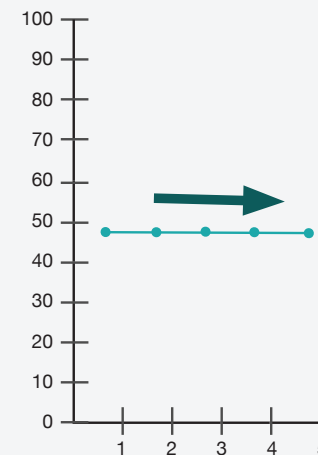
**VISUAL ANALYSIS:** No improvement since the baseline or data decision

No independent correct response (may vary depending on prompting strategy)

**DECISION:**

- Change instruction or prompting strategy
- Simplify skill or activity if its too difficult
- Continue instruction and observe
- Look for progress in other aspects of instructions (e.g., progress within the prompting system)
- Select different activities if lack of interest/motivation is problematic
- Change person who does the activity with the individual

**TIME ENGAGED IN ACTIVITY**  
No Trend



☆☆☆ MASTERY

**TASK ANALYSIS EXAMPLE:** Met Criterion

**DECISION:**

- Develop a new plan to maintain and extend performance (e.g., provide opportunities in a new setting, use new materials and/or prompts, increase fluency, support generalization, encourage self-monitoring)

**EXAMPLE DECISIONS:**

**Work towards fluency of the skill:**

- Manipulate reinforcement (e.g., reinforce when dishwasher is loaded verses reinforcing each correct step of the task analysis)
- Load dishwasher after every meal instead of just after dinner

**Work towards Generalization of the skill:**

- Load dishwasher at volunteer site (senior center)
- Load dishwasher on Sundays after lunch with grandparents

■■■■■■■■■■ MINIMAL PROGRESS

**TASK ANALYSIS EXAMPLE:** Shallow trend, Error patterns

**DECISION:**

- Change instruction
- Change prompting strategy
- Address motivation
- Consider how meaningful the goal is to the individual
- Simplify or modify instruction for problem steps/skills

**EXAMPLE DECISIONS:**

- Change prompting strategy to include a direct verbal prompt since progress is not being noted using an indirect verbal prompt
- Errors consistently occurring on steps 6, 7 and 9
- Consider if motivation is a factor and where it can be increased

**Skill (Behavior from Objective):** Sarah will follow her task analysis to load the dishwasher after the family has eaten dinner.

**Master (Criteria from Objective):** 100% independence (following the task analysis) for 8 out of 10 consecutive opportunities.

TASK ANALYSIS	DATE							
	2/1	2/2	2/3	2/4	2/5	2/6	2/7	
10. Push button/turn on dishwasher	G	G	IV	+	+	+	+	
9. Set dishwasher to normal wash	G	IV	G	+	+	+	+	
8. Close dishwasher door and latch	+	+	+	+	+	+	+	
7. Place detergent in dishwasher	IV	+	+	+	+	+	+	
6. Repeat steps 4 & 5 until all are rinsed and in dishwasher	IV	G	+	+	+	+	+	
5. Put in dishwasher	G	+	+	+	+	+	+	
4. Rinse plates	G	G	+	+	+	+	+	
3. Turn on water	IV	G	+	+	+	+	+	
2. Open dishwasher door	G	IV	+	IV	+	+	+	
1. Carry plates, cups utensils from table to sink	IV	IV	+	+	+	+	+	
<b>Natural Cue:</b> After finishing dinner								
% completed independently	10	20	80	90	100	100	100	

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TASK ANALYSIS	DATE							
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9. Set dishwasher to normal wash	G	IV	G	G	G	G	G	
8. Close dishwasher door and latch	+	+	+	+	+	+	+	
7. Place detergent in dishwasher	IV	IV	IV	IV	IV	IV	IV	
6. Repeat steps 4 & 5 until all are rinsed and in dishwasher	IV	G	IV	+	IV	IV	IV	
5. Put in dishwasher	G	+	IV	IV	IV	IV	IV	
4. Rinse plates	G	G	+	IV	+	+	+	
3. Turn on water	IV	G	+	G	IV	G	+	
2. Open dishwasher door	G	IV	IV	IV	+	+	IV	
1. Carry plates, cups utensils from table to sink	IV	IV	IV	IV	IV	IV	IV	
<b>Natural Cue:</b> After finishing dinner								
% completed independently	10	20	30	20	30	30	30	