



THE TEACHING PROCESS

Determine Needs:

- ❑ Conduct an Informal Assessment
- ❑ Determine the emerging skills (academic and functional)
- ❑ Determine targeted skills
 - # Consider targeting skills that are overarching and therefore effect other skills

Establish Goals:

- ❑ Determine the best way to measure progress of the targeted skills
- ❑ Write your goals (leave your baseline blank for now)
- ❑ Develop data sheets for the goals
- ❑ Collect your baseline data using the new data sheets (no strategies put in place yet)
- ❑ Create a graph to visually represent your baseline data
 - # Look for a stable line or generally uniform trend
 - At least 3 stable data points constitute a trend
- ❑ Insert your baseline data into your written goals

Establish Supports & Services:

- ❑ Make teaching materials to service the written goals
- ❑ Begin teaching with your strategy and materials
- ❑ Continue using the created data sheet to collect on-going data

Monitor/Collect Data:

- ❑ Create a data schedule to track what days you are focusing on the goals
 - # Ensures that all goals are being monitored and allows for staff to know who is taking data, when they are taking data, and on what skills
- ❑ Consider data systems to have in place
 - # How will staff know what data is being collected that day (data stars)?
 - # Who is responsible for prepping and collecting the data forms?
 - # Who is responsible for collecting the data?
 - # When is data being entered into the graph?
- ❑ Take on-going data to monitor progress
- ❑ Visually represent the on-going data in the same graph created for the baseline data

Review/Revise:

- ❑ Is progress being made toward the goal?
 - # If *yes*: continue toward mastery and generalization
 - # If *no*: take a look at the strategy and materials being used and revise as needed

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