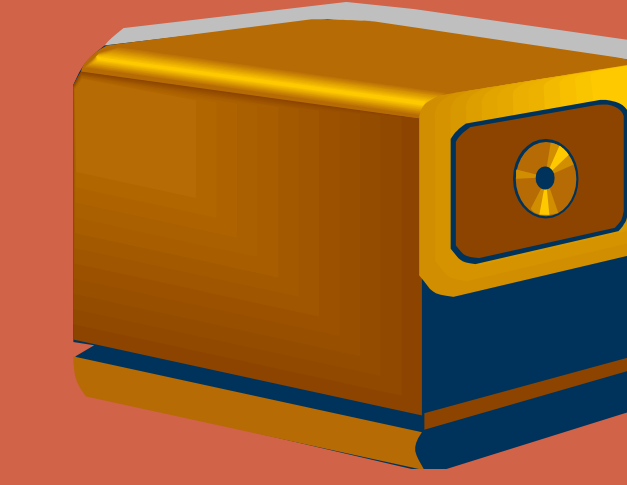




SHARPENING PENCILS

Missing Links
Annette Olmstead

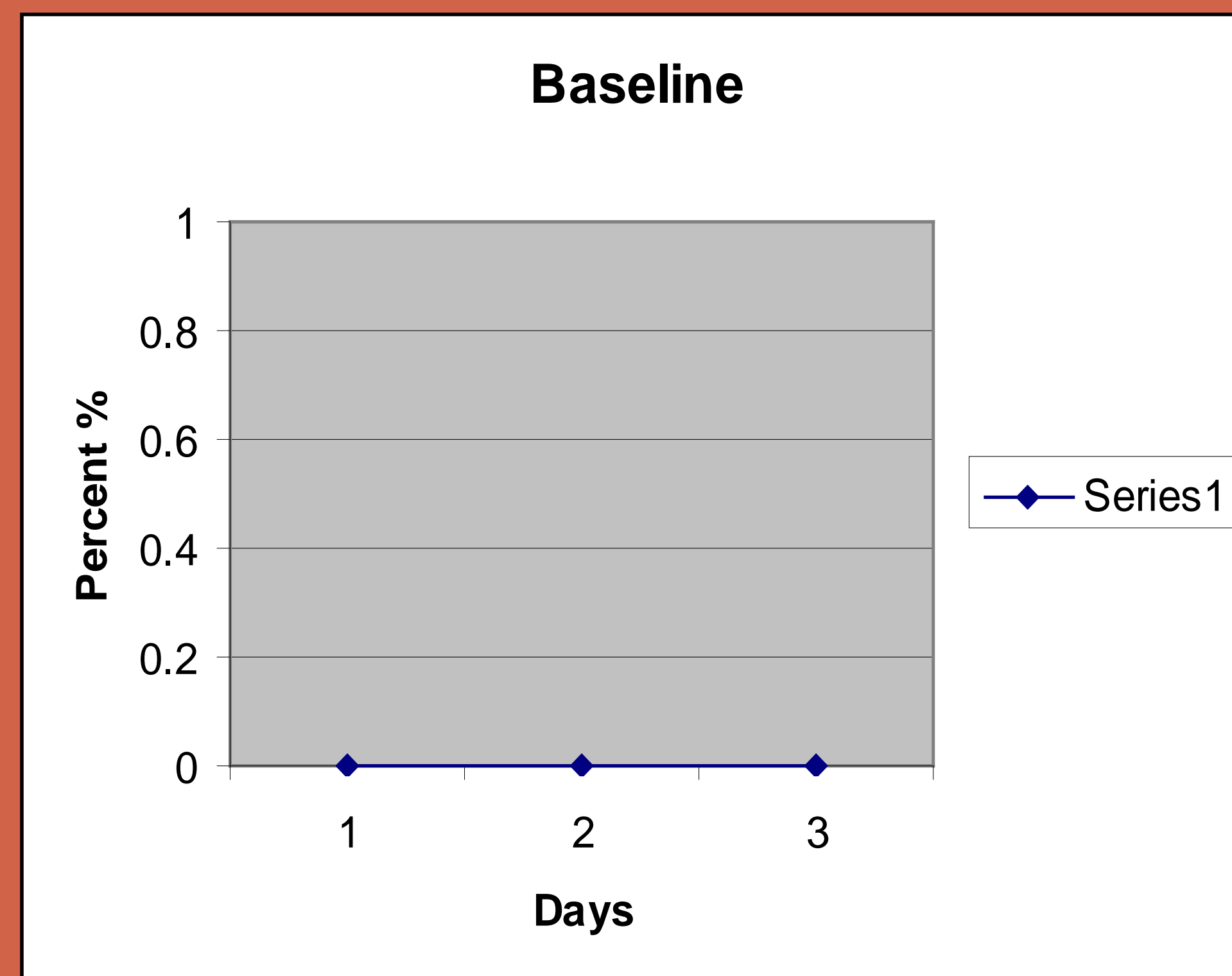


Description

The program I made was for a 12 year old non verbal male. The program was individualized to fit his needs and was unique because it was decided after many meetings that the best future direction of his programs were to be on life skills and helping out around the center. Sharpening pencils was created for the child to create his own independence as well as help out around Missing Links for his teachers and peers.

Baseline

Baseline was completed to verify whether or not the child already knew how to sharpen a pencil. The child did not, so I created the program from this information. When the child was given the instruction "Sharpen pencil", he picked it up and placed it back on the table.



Program Summary

I am very happy that this program is being implemented in the center and that the child is making progress. This program and many other new ones will provide great additional independence in his life. The staff at the center and his peers have been very appreciative of the pencils he has sharpened for their use thus far.

Written Program

Sharpening Pencils

Goals:

The student will be able to sharpen pencils when asked.

Procedure:

Step	Acquisition	Stimulus Discriminate	Targeted Response	Scope	Materials required
1	Receptive	Therapist will get the child's attention and say "Sharpen pencil" Instructor will put the pencil in the child's hand.	A correct response for this level will include the instructor putting the pencil in the child's hand using HOH putting the pencil in the sharpener holding it there and counting out loud "1..2..3", and removing the pencil from the sharpener and placing on the table.	N/A	Pencil, electric pencil sharpener
2	Receptive	Therapist will get the child's attention and say, "Sharpen pencil" Instructor will have pencil out on the table in front of the child.	A correct response for this level will include the child picking up the pencil from the table and putting it in the sharpener and holding it there while the instructor counts out loud "1..2..3", and on #3 the child will remove and place on the table.	N/A	Pencil, electric pencil sharpener
3	Receptive	Therapist will get the child's attention and say, "Sharpen pencil" Instructor will have pencil out on the table in front of the child.	A correct response for this level will include the child picking up the pencil and putting it into the pencil sharpener, holding it in for 3 seconds then removing it and placing it on the table independently.	N/A	Pencil, electric pencil sharpener
4	Receptive	Therapist will get the child's attention and say, "Sharpen pencils" Instructor will place 3 pencils on the table in front of child.	A correct response for this level will include the child picking up a pencil putting it in the sharpener holding it for 3 seconds, removing it and placing it on the table then picking up the next pencil and put it in the sharpener, hold for 3 seconds then remove and place on the table then pick up the last pencil and continue with the same sequence.	3 consecutive targets to be explicitly taught	3 pencils, electric pencil sharpener
5	Receptive	Therapist will get the child's attention and say, "Sharpen pencils" Instructor will place 5 pencils on table in front of child	A correct response for this level will include the child picking up a pencil putting it in the sharpener holding it for 3 seconds, removing it and placing it on the table then picking up the next pencil and put it in the sharpener, hold for 3 seconds then remove and place on the table then pick up the next pencil and continue with the same sequence until the child has sharpened 5 pencils.	5 consecutive targets to be explicitly taught	5 pencils, electric pencil sharpener

Follow Errorless Prompting Procedures

Mastery Criteria:

Mastery criteria of 90% independent responses, across 2 instructors over 3 days.

Maintenance:

This skill will be maintained in the maintenance rotation. Maintenance probe data will be recorded once a week for three weeks, then once a month for three months. If during the maintenance procedure the student is not successful, the current level of the skill will return to acquisition.

INDICATE THE LEVELS OF THE PROGRAM THAT ARE TO BE MAINTAINED
ALL LEVELS OF THE PROGRAM WILL BE MAINTAINED
ONLY THE HIGHEST LEVEL OF THE PROGRAM WILL BE MAINTAINED



Mission Statement and Philosophy

Missing Links is committed to the provision of unique and individualized service in the area of programming and consultation utilizing a multi-disciplinary approach for children with ASD.

All children in our society must be valued for their unique characters and competencies. Using a multi-disciplinary teaching approach, we hope to enhance the learning of students with ASD.

Program Data

Instructor name: _____ Student name: _____ Session time/date: April 13/09

Program Sd	Target	Opportunities	Notes/Score
"Sharpen the Pencil"	SD and putting the pencil in his hand-HOH and counting 1,2,3	I I I I I I I	100%

Instructor name: _____ Student name: _____ Session time/date: April 14/09

Program Sd	Target	Opportunities	Notes/Score
"Sharpen the Pencil"	SD and putting the pencil in his hand-HOH and counting 1,2,3	I I I I I I I	100%

Instructor name: _____ Student name: _____ Session time/date: April 15/09

Program Sd	Target	Opportunities	Notes/Score
"Sharpen the Pencil"	SD and putting the pencil in his hand-HOH and counting 1,2,3	I I I I I I I	100%

Instructor name: _____ Student name: _____ Session time/date: April 16/09

Program Sd	Target	Opportunities	Notes/Score
"Sharpen the Pencil"	SD and putting the pencil in his hand-HOH and counting 1,2,3	I I I I I I I	100%

Instructor name: _____ Student name: _____ Session time/date: April 17/09

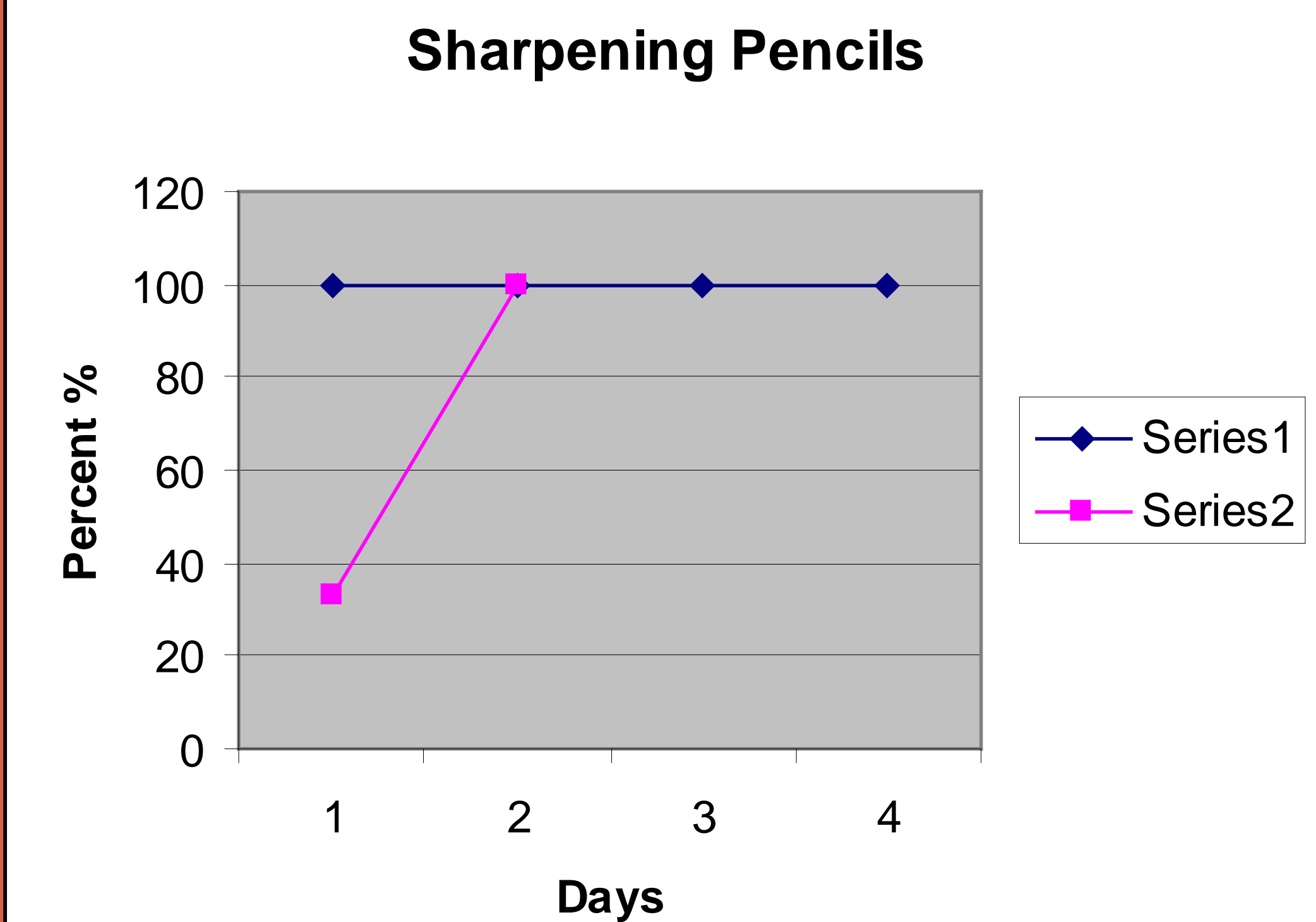
Program Sd	Target	Opportunities	Notes/Score
"Sharpen the Pencil"	SD and putting the pencil out on the table. Counting 1,2,3	P/I T/I P/M I P/T	33%

Instructor name: _____ Student name: _____ Session time/date: April 20/09

Program Sd	Target	Opportunities	Notes/Score
"Sharpen the Pencil"	SD and putting the pencil out on the table. Counting 1,2,3	I I I I I I I	100%

I = Independent Prompt V= Verbal P = Physical T = Touch M = Model Po = Positional

Data Graph



Contact Information

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