

strategies for monitoring instruction

Daily Instruction

It is important to design steps that encourage the learner to be successful independently. Moving too quickly and expecting too much from the learner increases the chances that she will fail. Repeated failure weakens motivation and impairs understanding of the value of object interactions. The goal is to move at a pace that challenges the learner without overwhelming her. This increases the chances that she will succeed.

Monitoring the learner's performance regularly using objective data will allow you to track the adequacy of your instructional design. When the acquisition criterion is met – for example, 80% accuracy over two consecutive sessions – then a change in the procedure should be made to guarantee a steady learning progression.

Data collection is always individualized. Each practitioner must develop a system designed to ask and answer specific questions about a learner's acquisition and the efficacy of the chosen instructional step. Below is a sample of a data form that we have used to collect data on object skill acquisition on a daily basis for a child named Kyle.

In this particular example we are tracking the following information for each opportunity:

- The item the child selected to play with. We are targeting this skill using multiple exemplars, all of which the child has expressed a strong interest in and each of which requires this skill to play with most successfully.
- The level of support that best characterizes the amount of assistance (if any) the child needed to succeed in each trial.
 - The level of support that occurred most frequently (%) overall for that session as well as the % of independent responses across the session.

Daily Data Collection											
Student <u>Kyle</u>						Instructor <u>Nancy</u>					
Skill targeted <u>Constructs</u>						Activity <u>individual instruction</u>					
Date <u>10/18</u>	1	2	3	4	5	6	7	8	9	10	%
Items											
marble roll	M			G							0% I / 50% M
chec-stac		G	G								0% I / 100% G
train					P						0% I / 100% P
Protocol				Scoring System				Session			
1. Child chooses toy 2. Child initiates construction 3. Follow hierarchy of assistance to construct 4. Reinforce: play with toy, social 5. Repeat choice				Hierarchy: (wait 7 seconds; if no or incorrect response, move to next level of assistance)				• Independent to construct = I • Verbal prompts to construct = V • Gesture prompts to construct = G • Model prompts to construct = M • Partial assistance to construct = P			
								Total 0% I / 60% G correct			

From this data sheet it is possible to compute data on the entire session, as well as on each individual item when dealing with multiple exemplars. In Kyle's case, we can see that on this particular day he chose to play with both the marble roll and the chec-