

Skill Training Data Form Instructions

To prepare the form for individualized use:

- 1) In box entitled "**Name**" at top left corner of form: enter in person's name
- 2) In box entitled "**Personal Outcome/Goal**" on left side of form: enter in the personal outcome or goal that is the reason or the motivating factor for the particular skill being taught. For example, some personal outcomes or general goals may be to increase independence in housekeeping skills, to become more independent in community settings, or to save money to buy a house. *Note: Personal Outcomes/Goals are identified in Section V (Personal Outcomes) of the CPOC.*
- 3) In box entitled "**Skill**" on left side of form: enter in the specific skill being taught. The skill being taught should directly relate to a particular personal outcome or goal so that accomplishment of the particular skill will assist the person in fulfilling his/her personal outcome or goal. For example:
 - a. Personal goal: increase independence in housekeeping skills → Skill: washing clothing
 - b. Personal goal: become more independent in community settings → Skill: using public transportation
 - c. Personal goal: save money to buy a house → Skill: paying bills on time each month to avoid late fees
- 4) In box entitled "**Steps**" on left side of form: enter in the specific steps that person must complete in order to complete the skill. Make sure the steps are short, not too detailed, and easy to understand. They should be written in the order in which they should naturally occur. For example:

Skill: washing clothing

Steps:

- 1) Bring dirty clothing to laundry room
- 2) Place dirty clothing in washing machine
- 3) Add detergent to washing machine
- 4) Turn washing machine on

Note: The Skill Training Data Form has space available for up to 7 steps. If the skill being taught has fewer than 7 steps, place an "X" next to the numbered steps not being used. If the skill being taught has more than 7 steps, enter in the name of the skill in the "Skill" space, but leave the "Steps" spaces blank on the form. Write the name of the skill along with all steps on a separate page and attach it to the Skill Training Data Form.

- 5) In box entitled "**Teaching times**" on left side of form: enter in the days, and/or times during which it is appropriate or natural for the particular skill to occur. Specific days or times do not have to be entered. Skills can be taught as little as "once per week" (i.e., washing clothing) or as frequently as "twice a day" (i.e., brushing teeth) depending upon when the skill should be used.

- 6) In box entitled “**Reinforcement**” on left side of form: enter in the type of reinforcement or reward that should be used to encourage the person to complete the skill again. The type of reinforcement used should be a word, an item, or an activity (or a combination) that is individualized and based upon personal motivations for a person. Different reinforcements work for different people. Also, some reinforcements are appropriate to give after completion of each step, while some are more appropriately given after completion of the entire skill. The type of reinforcement provided should be consistent with personal preferences and the health and safety elements of the person's support plan. Using money as a reinforcement is not recommended.
- *Example: Reinforcement: Carrie responds best to verbal praise and visual tracking of progress. Reinforce her with verbal praise after each step, and adding a star sticker to her calendar each time she completes the skill.*
- 7) In box entitled “**Date Implemented**” at top right corner of form: enter in the date that the skill was or will be implemented (the date that the teaching begins).

To record data on the form:

The Skill Training Data form is designed so that staff can record approximately three months of data on one form. The table at the bottom of the form has 12 rows, one for each week, which amounts to 12 weeks. The team should determine how frequently documentation must occur. For example, some skills may be *taught* twice per day (i.e., brushing teeth), however the team may choose to *record* one's progress on the skill only one day per week. This is because not all skills show distinctive improvement in a short period of time (day to day).

Scoring a data point

- 8) To determine the score for a data point, staff should rate the person's completion of the skill according to how much assistance the person required (see rating scale on form). A rating of 1 indicates that a person needs physical prompts or assistance to complete all or most of the steps of the skill. A rating of 3 indicates that a person needs verbal prompts to complete all or most of the steps of the skill.
- *Rate the completion of the skill as 4 only if the person is able to complete all steps of the skill independently (with no assistance).*
 - *Rate the completion of the skill as 0 only if the teaching opportunity did not occur as planned or the person did not wish perform the steps of the skill.*
- 9) Write the score into the box that corresponds to the appropriate day of the week that the teaching occurred. The “score” box is the small box that is to the right of the “date” and “initials” box. Start with row 1, or week 1, (even if it is not the first week of the month) and continue documentation through the rest of the 12 weeks.
- 10) Write the date that the teaching occurred next to the space that reads “**Date:**”
- 11) Write the initials of the staff providing the teaching next to the space that reads “**Initials:**”
- 12) At the end of the week, add up the daily scores received and place the total in the box in the far right column of the table. This makes it possible to assess progress from one week to the next.
- 13) The weekly totals (the numbers in the far right column) can be added and the total placed in the “**Quarter totals**” box at the bottom right corner of the form. This makes it possible to assess progress from one quarter to the next.
- 14) Once the form is full, replace it with another “blank” one (with top portion completed) and resume documentation of progress. Teams may consider adding more complex steps to the regimen if people master the basics. For example, once a person shows progress in washing her clothing, steps may be added to the skills so that she is taught to sort clothing into lights and darks prior to washing her clothing.