|  |  |
| --- | --- |
| SPED 790 M2 Assignment (Selecting An Appropriate Evidence Based Practice) | |
| **Criteria** | **Description** |
| **Identify Behavior** | Identify the student’s behavior. Describe how you collected baseline data. Include a review of the data to support your decisions. Operationally define the behavior. Describe how often (frequency) and for how long (duration) the behavior occurred. |
| *1-2 paragraphs* | Bobby is a middle school student with ASD. Before school, students gather in the lunch room/common area with the opportunity to eat breakfast and socialize. Observations show that Bobby struggles with reciprocating greetings that his peers offer him. He may look up at some peers, but does not greet them. Other peers he ignores entirely. The team is interested in increasing Bobby’s social skills by working on reciprocating these greetings. Reciprocation is defined as Bobby responding vocally to another person’s greeting with an appropriate greeting of his own (e.g., Hello, How are you?, Hi, Hey, etc.) while making eye contact with the other person.  To collect baseline data, a frequency count of times Bobby appropriately reciprocated a greeting was recorded as well as a frequency count of the number of opportunities Bobby had to reciprocate a greeting. This data was collected during a 10-minute session during the breakfast period for 5 consecutive days. The frequency of correct interactions was divided by the number of opportunities to reciprocate a greeting to give a percent of correct interactions. Bobby had no days with greater than 20% correct interactions. This baseline data shows that Bobby does not interact appropriately with others when he is greeted by them. We want to increase Bobby’s social skills repertoire by increasing these appropriate interactions. |
| **Data Analysis** | Present a visual of baseline data collected for a minimum of four days or until a trend was clear and stable. |
| *VISUAL EXAMPLE (CAN BE MADE UP)* |  |
| **IEP Goals** | Write an annual goal or outcome statement and criteria that clearly describes: the context (when? or the antecedent) the target skill/behavior that the learner will perform (what? or the behavior). |
| *1 paragraph* | During the 20-minute breakfast period, Bobby will reciprocate 80% of greetings for 8 out of 10 school days. |
| **Team Characteristics** | Explain how the team will know when the skill is mastered (how? or the criterion). |
| *1 paragraph* | The team will know that the skill is master when Bobby meets the criterion described in the goal. When Bobby reciprocates greetings for 80% of the opportunities provided for 8 out of 10 school days. |
| **Child & Family Characteristics** | Identify strengths of the student including learning style, temperament, interests and motivators? Explain what has and has not worked in the past at home and at school? Describe what is particularly challenging for the learner? |
| *1-2 paragraphs* | Bobby is willing to remain in the vicinity of his peers even if he chooses not to interact with him. This is a positive aspect because it allows for more opportunities to interact with others. According to his Social Behavior PLAFP, Bobby has the ability to demonstrate appropriate behavior and interacts with others when motivated. Bobby enjoys talking about things that he is interested in such as music, computers, mobile phones, and video games. Bobby’s interests can be used to motivate him. He may be more willing to talk to others if he learns they share similar interests to him. He may also be motivated to greet others by receiving reinforcement through time listening to music or playing games on his phone.  One challenge may be that Bobby tends to fixate on his special interests. Bobby also generally shows a lack of interest in others so we will have to motivate Bobby in order to interact. He also gets frustrated when learning something new. |
| **Teaching Team Characteristics** | What is the knowledge and skill level of the teacher and other interveners? What EBPs have been used successfully by teachers and team members? |
| *1-2 paragraphs* | Some of Bobby’s teachers have known him for a long time while others are new to him this year. All teachers have multiple years of experience teaching and working with students who are enrolled in special education programming. In the social skills observation, it was observed that Bobby recognizes that different teachers have different expectations and seems to behave accordingly. He stays seated if he knows certain teachers are watching, but will move around if different teachers are around.  Teachers have successfully used reinforcement in the past to motivate Bobby to complete work and stay on task. His social studies teacher provides him with opportunities to discuss special interest topics when he completes his work and his math teacher provides prizes for working on assignments. |
| **IEP Review** | Identify clues found in IEP Goals or Outcomes that are related to or relevant to the EBP selected. What is the goal trying to accomplish and in what learning domain? |
| *1-2 paragraphs* | Our goal for Bobby falls in the social domain. The intention of this goal is to increase social interaction and social skills. Bobby’s parents have expressed concern about Bobby’s social skills and by teaching him appropriate ways to interact during the greeting phase of a conversation, we can continue to build upon Bobby’s social skills. Ultimately, the hope is for this skill to be a stepping stone for further social skills development. |
| **Other Information Considered** | What supports are effective with the student? What equipment is needed and available to support implementation of the practice? What people and resources can be identified to assist with implementation (related service providers, siblings in the school, peers)? What additional learning experiences exist at the school or in the community that would be beneficial in achieving the goal (clubs, sports teams, community-based experiences)? |
| *1-2 paragraphs* | Reinforcement and visual supports have been effective for supporting Bobby in the past. Social narratives fortunately, do not require substantial equipment. We just need to make the social narratives that will show Bobby how to respond to greetings. We will create specific comics that show Bobby appropriate interactions using both explanations and visuals. Teachers will assist with implementation at school and Bobby’s parents will also be trained to implement the social narratives at home, since this is a skill that can be worked on across the different settings of Bobby’s day. Bobby can practice this skill throughout his day, not just during the morning breakfast at school. Bobby can practice when entering his different classrooms, being greeted by teachers or other students. He can use it when he gets home when being greeted by family members. He can practice it when out in the community being greeted by employees at any businesses he visits. |
| **EBP selection** | Select the appropriate EBP according to the recommended EBP selection process. |
| *1 paragraph* | I selected Social Narratives (SN). This EBP falls works for the social domain of this goal. It also works with middle school aged students. Social narratives would be an appropriate EBP for Bobby and for this goal. |
| **Define the EBP** | Define the EBP according to the NPDC definition, and you cite the source of the definition. |
| *1 paragraph* | Social narratives are “narratives that describe social situations in some detail by highlighting relevant cues and offering examples of appropriate responding. Social narratives are individualized according to learner needs and typically are quite short, perhaps including pictures or other visual aids.” (Wong et al., 2015). |
| **EBP Domain** | Identify the domain and age recommendations of the selected EBP |
| *1 paragraph* | Social narratives are recommended for the social domain for ages 0-14, the communication domain for ages 0-14, the joint attention domain for ages 0-14, the behavior domain for all ages, the school readiness domain for ages 6-14, the play domain for ages 0-14, the adaptive domain for ages 0-14, and the academic domain for ages 0-14. Since our goal is in the social domain and Bobby falls into the recommended age range this is a good EBP for this goal. |
| **Environmental Considerations** | Identify who will implement the EBP with the featured student and how the EBP will be implemented into the student's environment. |
| *1-2 paragraphs* | Bobby’s case manager teacher will be responsible for implementing the social narrative first thing in the morning. She will meet Bobby when he arrives at school and provide him with the social narrative about responding to greetings. After working through the social narrative, she will observe Bobby as he eats and has opportunities to interact with others. During this time, she will collect data.  Bobby’s parents will also be trained to use the social narrative. They can use it before opportunities Bobby has to interact with others outside of school. |
| **Implementation** | Indicate how those who implement the EBP will be trained to use the intervention effectively so that consistency across settings is maximized. |
| *1-2 paragraphs* | Individuals implementing the EBP will attend training to ensure they are using the social narrative with fidelity. Training will be conducted in a group setting where individuals will be able to practice with each other how they would present the social narrative to Bobby. Bobby’s teacher will also attend training to ensure she takes proper data. |
| **Reflection** | What was useful? How might you apply what you learned in this assignment in real life settings? How might this assignment be improved? |
| *1-2 paragraphs* | I thought this assignment was useful. It was good to work through the process of identifying a need, defining the behavior, creating a goal, and determining an effective EBP to use to teach the skill. I already do this often for my students but it was good practice to follow these questions and have to think through different parts that I don’t always consider, like what all needs to be considered about training and the environment before an EBP can be put into practice. I wouldn’t change anything about this assignment. |

References

Sam, A., & AFIRM Team. (2015). *Social narratives.*Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/social-narratives>

University of Kansas, Special Education Department. (2018, January). Bobby Gibson Case Study . Retrieved March 22, 2019, from https://kuconnect.ku.edu/courses/1221/external\_tools/762

Wong, C., Odom, S. L., Hume, K. A., Cox, A. W., Fettig, A., Kucharczyk, S., ... & Schultz, T. R. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of Autism and Developmental Disorders*, *45*(7), 1951-1966.