

OPTIONS FOR CHARTING SELF-CARE SKILLS

1. Time a complete performance of the skill.
Count independent steps and assisted steps.
Chart frequency of independent (.) and frequency of assisted (x) steps.
2. Do an element analysis of the skill. That is, break it into steps that are the smallest bits of movement possible, e.g., reach for _____, point to _____, tap, grasp, place, release, twist, rub, push/pull, etc.

Create ways of assessing and practicing each of the critical elements in isolation, developing materials and new performance formats if necessary.

Determine performance standards (normal ranges) for each critical element.

Chart each element that students are acquiring or practicing with brief fixed timings, e.g., 15 or 30 seconds.

You may want to combine these first two options, using #1 as a measure of the effects of #2. In that case, you might do #1 on a weekly summary chart, and #2 daily.

3. In a front or back chaining format, arrange materials for the student to complete the last or first step (or steps) and to receive the consequence. Use interrupted timings by giving the instruction to perform the step, then starting the stopwatch. If the student performs within 5 seconds, stop the watch (without resetting), deliver the consequence, and count as one independent response. If the student does not perform, prompt through the step, stop the watch and count as one prompted response. Repeat until a fixed amount of time has accumulated, providing multiple opportunities to do the specified step or steps (e.g., 1 or 2 minutes). Use this time-base to compute and chart frequency of independent (.) and of prompted (x) responses. When the aim or performance standard is reached for independent performance of that step (or steps), add another step to the performance and repeat the process for the now longer portion of the chain.