

## SKILLS TEACHING REPORT

**Date of Report:** \_\_\_\_\_

### Identifying Information

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Date of Birth and Age:** \_\_\_\_\_

**Name of Skills Trainer:** \_\_\_\_\_

### Section A: Skills Selection

(Name) \_\_\_\_\_ together with their circle of support have identified that his/her quality of life would be greatly enhanced by development of his/her ability to learn new skills. In this regard (Name) \_\_\_\_\_ and his/her circle of support have requested, that \_\_\_\_\_ should be offered the opportunity to engage in a skills teaching programme. The purpose of skills training is to enable (Name) \_\_\_\_\_ to develop and use his/her potential for community participation, more independent living and more productive activity than (Name) \_\_\_\_\_ currently enjoys.

### **Brief description of** \_\_\_\_\_

\_\_\_\_\_ is a \_\_\_\_\_ year old \_\_\_\_\_, who has \_\_\_\_\_ eyes, \_\_\_\_\_ hair and weighs \_\_\_\_\_. \_\_\_\_\_ is \_\_\_\_\_ ambulatory, and has \_\_\_\_\_ use of his hands and legs. Gross motor skills are \_\_\_\_\_, and fine motor skills are \_\_\_\_\_.

\_\_\_\_\_ has a \_\_\_\_\_ level of intellectual disability. \_\_\_\_\_ has \_\_\_\_\_ additional difficulties. These are

\_\_\_\_\_.

\_\_\_\_\_.

This report documents the initial assessment activities which identified skills teaching opportunities in \_\_\_\_\_'s priority area(s) of need.

**Skills Selection:**

**The following is a Summary of Interview/Observations and Assessment(s)/profile(s) completed by \_\_\_\_\_ with**

\_\_\_\_\_.

**The following was used to identify and select skills for learning:**

<i>Tools used to identify and select skills for teaching and learning</i>	<i>Used</i>	<i>Not Used</i>	<i>Skills Identified for learning:</i>	<i>How important is this(are these) goal(s) for the person</i>
				<i>1 2 3 4 5</i> <i>Not Very</i>
1. Interview			<u>1.</u> <u>2.</u> <u>3.</u>	
2. Skills Profile			<u>1.</u> <u>2.</u> <u>3.</u>	
3. Community Participation Assessment			<u>1.</u> <u>2.</u> <u>3.</u>	
4. Communication Profile			<u>1.</u> <u>2.</u> <u>3.</u>	
5. A review of Person Centred Plan Goals(POMS)			<u>1.</u> <u>2.</u> <u>3.</u>	
6. Motivation Profile			<u>1.</u> <u>2.</u> <u>3.</u>	
7. Functional Assessment			<u>1.</u> <u>2.</u> <u>3.</u>	

**The top three skills are as follows:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Skill Selection Summary:**

\_\_\_\_\_ (person's name), team and family agree that based on the assessments/profiles/reviews/observation and interview the following skills have been selected for \_\_\_\_\_ to learn.

Skills for learning:	Reasons for teaching this skill are:	Reasons explained:																
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*The skill that will be taught first is:*

\_\_\_\_\_.

**Target Skill:**

**Who** \_\_\_\_\_

**Will do what:** \_\_\_\_\_

**Under What Conditions/ With what level of support** \_\_\_\_\_

**On how many occasions:** \_\_\_\_\_



Step 1	
Step 2	
Step 3	
Step 4	
Step 5	
Step 6	

### Revised Task Analysis:

The following steps of the skill will be taught using (forward, backward or global) \_\_\_\_\_ chaining.

Number	Steps	Order for teaching
1		
2		
3		
4		
5		
6		
7		

The following prompt type (physical, gestural, pictorial, verbal, modelling) and fading strategy will be used for independence or partial participation;

	Prompt Type / Prompt Fading
A	

B	
C	
D	

### Section C: Reward

The following reward will be used to motivate and reward correct response\_\_\_\_\_.

This reward was selected because

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\_\_\_\_\_ and will be given in the following way

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\_\_\_\_\_. The learner agrees with this reward strategy as would any person their age.

State if this is a natural or artificial reward for example:

This is a artificial reward and it will be faded into the learner's environment in this way

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\_\_\_\_\_

This is a natural reward and will occur naturally as a result of the skills teaching.

**Section D: Environmental Adaptations:**

The following environmental adaptations will be made to assist with the teaching of the skill:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

To let the learner know that the skill is to be taught, the trainer will say/do the following:

This is called the cue.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Section E:**

***SKILLS TEACHING PROCEDURE for \_\_\_\_\_***

Name				
Will do what?				
Under what conditions?				
To what performance criterion?				
Revised task analysis		STEP		STEP
	1.		5.	
	2.		6.	
	3.		7.	
	4.		8.	
Prompt Fading		Prompt		Prompt
	A.		C.	
	B.		D.	
Environmental Adaptations(preparation and initial cue)				

Reward	
Additional Supports/help	
What to Record	✓ - Correct response performed O – Opportunity to try again next time R – Refused to participate

Start Date	Step	Prompt A.	Prompt B.	Prompt C.	Prompt D.	Date Step Achieved

**Criterion for Revising** \_\_\_\_\_

Written by: \_\_\_\_\_ Date: \_\_\_\_\_

**Section F: Generalisation**

To ensure that this skill generalises across environments and people, this skill teaching procedure will be (detail the environments in which the skill is to be taught and the people who will teach it.) .....

This skill can also be developed as follows:

Skill	Score on Skills Selection >2, 3, 4	Person alone development of this skill	Person with others development of this skill	Person in community development of this skill	Ideas around developing this skill into a job/business


This skill can be generalised as follows (with other people, in other places)by doing the following:

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***Additional Comments:***

***Signed:***

***Date:***