

SKILLS TEACHING REPORT

Date of Report: 27th July 2018

Identifying Information

Name: Diana O'Donoghue

Address: Meadowfields
Kilbeggan Road
Shankill, Co. Dublin

Date of Birth and Age: 17.9.72 (Age 45)

Name of Skills Trainer: Emma Murphy

Section A: Skills Selection

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

Brief description of Diana

Diana is a 45 year old woman, who has blue eyes, brown hair. Diana is fully ambulatory, and has full use of her hands and legs. Gross motor skills are good, and fine motor skills are OK, although she can have difficulty with small items like buttons or zips.

Diana has a moderate level of intellectual disability. Diana has some additional difficulties. These are: she takes medication because she can become anxious at times.

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

Skills Selection:

The following is a Summary of Interview/Observations and Assessment(s)/profile(s) completed by Emma with the residential team supporting Diana.

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	X		<u>1. Skyping family</u> <u>2. Buying a magazine</u> <u>3. Preparing a meal</u>	<u>5</u> <u>5</u> <u>5</u>
2. Skills Profile		X	<u>1.</u> <u>2.</u> <u>3.</u>	
3. Community Participation Assessment		X	<u>1.</u> <u>2.</u> <u>3.</u>	
4. Communication Profile	X		<u>1. Greeting people appropriately</u> <u>2.</u> <u>3.</u>	<u>2</u>
5. A review of Person Centred Plan Goals(POMS)	X		<u>1. To shop for her lunch items</u> <u>2. To buy presents for family members (birthdays etc.)</u> <u>3. To join a walking club</u>	<u>4</u> <u>4</u> <u>4</u>
6. Motivation Profile	X		<u>1. Shopping- clothes and make-up</u> <u>2. Meeting new people / socialising- dinner, bowling with friends</u> <u>3.</u>	<u>5</u> <u>5</u>
7. Functional Assessment		X	<u>1.</u> <u>2.</u> <u>3.</u>	

The top three skills are as follows:

1. **Skyping her sister**
2. **Buying a magazine in a shop**
3. **Preparing a meal**

Skill Selection Summary:

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

Skills for learning:	Reasons for teaching this skill are:	Reasons explained:																
1. Skyping her family	<table border="1"> <tr><td>1. Age Appropriate</td><td>X</td></tr> <tr><td>2. Skills Assessment</td><td>X</td></tr> <tr><td>3. Community Participation</td><td></td></tr> <tr><td>4. Quality Of Life</td><td>X</td></tr> <tr><td>5. Choice & Communication</td><td>X</td></tr> <tr><td>6. Functional Assessment</td><td></td></tr> <tr><td>7. Fun</td><td>X</td></tr> <tr><td></td><td>5 /7</td></tr> </table>	1. Age Appropriate	X	2. Skills Assessment	X	3. Community Participation		4. Quality Of Life	X	5. Choice & Communication	X	6. Functional Assessment		7. Fun	X		5 /7	Diana's sister lives abroad. Learning to skype will help her maintain her relationships with her sister, her brother in law and two nieces.
1. Age Appropriate	X																	
2. Skills Assessment	X																	
3. Community Participation																		
4. Quality Of Life	X																	
5. Choice & Communication	X																	
6. Functional Assessment																		
7. Fun	X																	
	5 /7																	
2. Buying a magazine in a shop	<table border="1"> <tr><td>1. Age Appropriate</td><td>X</td></tr> <tr><td>2. Skills Assessment</td><td>X</td></tr> <tr><td>3. Community Participation</td><td>X</td></tr> <tr><td>4. Quality Of Life</td><td>X</td></tr> <tr><td>5. Choice & Communication</td><td>X</td></tr> <tr><td>6. Functional Assessment</td><td></td></tr> <tr><td>7. Fun</td><td>X</td></tr> <tr><td></td><td>6 /7</td></tr> </table>	1. Age Appropriate	X	2. Skills Assessment	X	3. Community Participation	X	4. Quality Of Life	X	5. Choice & Communication	X	6. Functional Assessment		7. Fun	X		6 /7	Diana really enjoys looking through magazines. This skill will also provide her with an opportunity for community participation, as well as providing her with an opportunity to interact with others in the community. It may also be a gateway to gaining confidence in the community and learning additions skills there.
1. Age Appropriate	X																	
2. Skills Assessment	X																	
3. Community Participation	X																	
4. Quality Of Life	X																	
5. Choice & Communication	X																	
6. Functional Assessment																		
7. Fun	X																	
	6 /7																	
3. Preparing herself a meal	<table border="1"> <tr><td>1. Age Appropriate</td><td>X</td></tr> <tr><td>2. Skills Assessment</td><td>X</td></tr> <tr><td>3. Community Participation</td><td></td></tr> <tr><td>4. Quality Of Life</td><td>X</td></tr> <tr><td>5. Choice & Communication</td><td>X</td></tr> <tr><td>6. Functional Assessment</td><td></td></tr> <tr><td>7. Fun</td><td>X</td></tr> <tr><td></td><td>5 /7</td></tr> </table>	1. Age Appropriate	X	2. Skills Assessment	X	3. Community Participation		4. Quality Of Life	X	5. Choice & Communication	X	6. Functional Assessment		7. Fun	X		5 /7	Diana is very dependent on staff within her home for meals. If she could prepare a meal, it may increase her self-esteem and independence in her home. She can also have more choice and control over what she eats.
1. Age Appropriate	X																	
2. Skills Assessment	X																	
3. Community Participation																		
4. Quality Of Life	X																	
5. Choice & Communication	X																	
6. Functional Assessment																		
7. Fun	X																	
	5 /7																	

The skill that will be taught first is:

Buying a magazine.

Target Skill:

Who **Diana**

Will do what: **Will buy a magazine (of her choosing)**

Under What Conditions/ with what level of support **in the local shop independently**

On how many occasions: **On three out of four occasions**

Section B: Observation and Task Analysis

1. Components step(s)

Diana was observed attempting to perform the identified skill on 10th July 2018, 17th July and the 25th July last and was given help whenever she needed it. On the basis of these observations, the following task analysis was established.

		*Level of help given		
	Step	1 st Observation	2 nd Observation	3 rd Observation
1	Select Magazine	H/H and V	H/H	H/E
2	Bring to counter	H/E-	H/E	H/E
3	Give money and magazine to shop assistant	H/H and V	H/E	H/E
4	Take change and magazine	H/H	H/H	H/E

*Codes for Level of Help: (Component steps)

S = Spontaneous, V = Verbal, H/H = Hand over Hand, H/W = Hand over Wrist, H/E = Hand over Elbow, H/S = Hand over Shoulder, G = Gestures Pic = Pictorial Cue, Demo = Demonstration, Prox = Proximity Cue, Adapt = Adapted Materials, I= Independent

Baseline

Based on these initial observations of Diana's attempts to perform the skill prior to systematic instruction, Diana's average level of performance is :

Step	Average help needed:
Step 1	H/H
Step 2	H/E
Step 3	H/E
Step 4	H/H

Revised Task Analysis:

The following steps of the skill will be taught using Forward chaining.

Number	Steps	Order for teaching
1	Select Magazine	1
2	Bring to counter	2
3	Give money and magazine to shop assistant	3
4	Take change and magazine	4

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

	Prompt Type / Prompt Fading
	<u>Physical</u>
A	Hand Over Hand Elbow
B	Hand Over Elbow
C	Hand Over Shoulder
D	Independent

Section C: Reward

The following reward will be used to motivate and reward correct response: Having the magazine.

This reward was selected because it is something that Diana really likes, and because it is something she will be really proud of achieving independently. and will be given in the following way: It is an intrinsic reward, as it is a result of achieving the skills teaching procedure in itself. The learner agrees with this reward strategy as would any person their age.

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

This is a artificial reward and it will be faded into the learner's environment in this way This is a natural reward, and buying a magazine will be built into her regular weekly activities.

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. Select a time when the shop is calm and quiet to give Diana plenty of time.
2. Check in advance that Diana's favourite magazine is in stock
3. Ensure there is a €10 in Diana's purse before leaving

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. Trainer will say "Diana – Lets go and buy a magazine"
2. _____
3. _____

Section E:

SKILLS TEACHING PROCEDURE

Name	Diana O'Donoghue			
August 18 Will do what?	Buy a magazine			
Under what conditions?	In the local shop on a Saturday			
To what performance criterion?	On 3/4 occasions independently			
Revised task analysis		STEP		STEP
	1.	Select magazine	5.	
	2.	Bring to counter	6.	
	3.	Give money and magazine to shop assistant	7.	
	4.	Take change and magazine	8.	
Prompt Fading		Prompt (Physical)		Prompt
	A.	Hand / Hand	C.	Hand / Shoulder
	B.	Hand / Elbow	D.	Independent
Environmental Adaptations	Ensure €10 is in her purse before leaving			
Reward	The purchase of the magazine			
Additional Supports	Hand / Hand where necessary with gestural prompts.			
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
15/8/18	1					
18/8/18	2.					
23/8/18	3.					
30/8/18	4.					

Criterion for Revising	Three consecutive 'O's.
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Written by: Emma Murphy Date: 27th July 2018

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
Buying a magazine	6/7	Buying a magazine in a shop	Sharing or looking at the magazine with a friend.	Going to the shop with a friend to look at /buy a magazine.	Working in a magazine shop.

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

Diana can choose who she may ask for support as she buys her magazine on different weeks.

Diana can think about trying a different shop to purchase the magazine

Diana may like to purchase different items when the opportunity arises

Additional Comments:

Signed:

Emma Murphy

Date:

27th July 2018