

Lesson Details

Lesson ID: 7317	Lesson Name: LW :ACCES VR INSTRUCTION IN SELF ADVOCACY PE 1006X	Core Skill: No
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Objective

ACE Lesson Objective:	The individual will be exposed to workplace readiness training to develop social skills and self-advocacy. Some of these topics will include the ability to effectively communicate, convey, negotiate, or assert one's own interests and/or desires, solve problems, and make decisions in 100% of opportunities for 3 consecutive session(s).
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Instructions

Materials:	Materials needed for lesson presentation (i.e., PowerPoint, hand out packets, physical manipulatives) Choice board, worksheets, communicative partners, manipulatives, iPad, computer, SMARTBoard, and materials for lessons.
Reinforcement:	Deliver reinforcer at end of activity sequence.
Correction Procedure:	Remove eye contact and/or materials for 3-5 seconds and record error; move on to the next trial / opportunity.
Data Collection:	+ correct without prompt, +p correct with prompt, - incorrect without prompt, -p incorrect with prompt

Procedures

Name	Teacher Behavior	Prompt	Learner Behavior
Level 1: Request Help	Present a difficult task to the individual that they cannot complete independently.	<i>Prompt Type - Physical Fading Procedure - Most-to-Least FP - Full physical guidance LP - Light physical guidance LT - Light touch and shadow I - Independent</i>	The learner will request help
Level 2: Accept Help	When help is requested, the teacher will help the individual with what they need	<i>Prompt Type - Physical Fading Procedure - Most-to-Least FP - Full physical guidance LP - Light physical guidance LT - Light touch and shadow I - Independent</i>	The learner will accept help from the teacher to complete a task.
Level 3: Problem Solving	Teacher will present a problem scenario and different solutions	<i>Prompt Type - Physical Fading Procedure - Most-to-Least FP - Full physical guidance LP - Light physical guidance LT - Light touch and shadow I - Independent</i>	The learner will select the correct solution
Level 4: Assertiveness	The teacher will present different types of lessons asking for the students to be assertive.	<i>Prompt Type - Physical Fading Procedure - Most-to-Least FP - Full physical guidance LP - Light physical guidance LT - Light touch and shadow I - Independent</i>	The learner will communicate their preferences
Level 5: Decision Making	The teacher will present different activities where decisions need to be made	<i>Prompt Type - Physical Fading Procedure - Most-to-Least FP - Full physical guidance LP - Light physical guidance LT - Light touch and shadow I - Independent</i>	The learner will make a decision
Level 6: Other Activities	The teacher will present activities on self-advocacy	<i>Prompt Type - Physical Fading Procedure - Most-to-Least FP - Full physical guidance LP - Light physical guidance LT - Light touch and shadow I - Independent</i>	The learner will participate in the activity



Instructional Plan

Targets		Instructions	Response
Level 1: Request Help			
1.01	A. individual	Present a difficult task to the individual that they cannot complete independently.	The learner will request help
1.02	A. group	Present a difficult task to the individual that they cannot complete independently.	The learner will request help
Level 2: Accept Help			
2.01	A. individual	When help is requested, the teacher will help the individual with what they need	The learner will accept help from the teacher to complete a task.
2.02	A. group	When help is requested, the teacher will help the individual with what they need	The learner will accept help from the teacher to complete a task.
Level 3: Problem Solving			
3.01	A. individual	Teacher will present a problem scenario and different solutions	The learner will select the correct solution
3.02	A. group	Teacher will present a problem scenario and different solutions	The learner will select the correct solution
Level 4: Assertiveness			
4.01	A. individual	The teacher will present different types of lessons asking for the students to be assertive.	The learner will communicate their preferences
4.02	A. group	The teacher will present different types of lessons asking for the students to be assertive.	The learner will communicate their preferences
Level 5: Decision Making			
5.01	A. individual	The teacher will present different activities where decisions need to be made	The learner will make a decision
5.02	A. group	The teacher will present different activities where decisions need to be made	The learner will make a decision
Level 6: Other Activities			
6.01	A. individual	The teacher will provide the lesson	The learner will attend the lesson
6.02	A. group	Teacher will instruct individuals on various expectations for jobs.	The learner will attend the lesson



Criteria

Move to Less Restrictive Prompt (M-L):	100% correct (+, +p) for 3 session(s) at same fading option.
Move to More Restrictive Prompt (M-L):	2 consecutive errors (-,-p) at prescribed prompt or 3 total errors within a session.
Get Help/Revise Lesson (M-L):	Prompt Type is Not Effective: 3 errors with most restrictive prompt.
Get Help/Revise Lesson (M-L):	Insufficient Progress – Review data and observe lesson: No progression to next prompt within 5 sessions. Met criteria to move to more restrictive prompt 3 times within 10 sessions.
Mastery:	100% of opportunities for 3 consecutive sessions(s).



Assessment

Suggested Prerequisites:	None
Initial Assessment:	See baseline
Baseline:	Establish attending. Present materials and instruction according to level description, but do not prompt response. Wait 3-5 seconds for learner response. Record + for correct response and - for any other response, including no response. Reinforce correct responses. If mastery criteria are not met, begin training.



Maintenance

Schedule:	Run 1 maintenance session(s) per week.
Reinforcement:	Provide reinforcer every few correct responses.
Criteria to Re-Teach:	Re-teach if performance drops below 100% on 2 out of 3 consecutive maintenance session(s).



Scopes

ACE Scope	Area: Transition to Adulthood Section: Self-Determination Item: Advocacy	Skill: Advocates for own needs in all environments
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