

Hands-On Intervention Record

Student <i>Kyle</i>	Skill: <i>takes turns</i>			Skill: <i>constructs</i>		
Date	<i>10/10</i>	<i>10/31</i>	<i>11/14</i>	<i>10/10</i>	<i>10/31</i>	<i>11/14</i>

Assessment and Monitoring for Progress

Assessment: School						
Home						
Preference Probes	<i>ongoing</i>					
Environmental Inventory					<i>structured play</i>	
Materials Checklist						
Target Skill: Acquisition	<i>single item</i>	<i>multiple items</i>		<i>multiple items</i>		
Generalization		<i>X</i>		<i>X</i>		
Skill Tracking	<i>daily</i>			<i>2x weekly</i>		

Teaching Routine (cues, responses and consequences)

Materials	<i>go fish</i>	<i>chec-stac</i>				
Presentation		<i>chooses</i>				
Instructional Cues	<i>peer takes turn</i>			<i>in box with parts to assemble</i>		
Response	<i>1. extends hand to peer for object 2. fills turn</i>		<i>step</i>	<i>construct entire object</i>		
Level of Assistance	<i>if no response</i>	<i>holds object</i>	<i>independent only</i>	<i>hierarchy</i>	<i>drop model; partial</i>	<i>independent only</i>
Time/Latency						
Consequences if	<i>peer fills turn</i>			<i>after each step social</i>		<i>plays with object social</i>
	<i>peer repeats turn</i>				<i>assist to do; move to next step</i>	

Environment

Setting/Activity	<i>structured play</i>			<i>individual instruction</i>		<i>aged structured play tone</i>
Partner				<i>Nancy</i>		
Position	<i>seated across from peer</i>			<i>seated at table</i>		
Peer	<i>Jeremy</i>					
Adaptations						

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