

ATTAINMENT'S

Natural Lifestyle Learning™ APPLICATIONS

for Students
with Severe
and Multiple
Disabilities



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To my Mom, Sylvia, with Love, Always

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*Reproducible resources within this material
may be photocopied for personal and educational use.*

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Materials and Applications for Curriculum Design

This chapter presents assessment tools that form the foundation of a chronologically age (CA) appropriate, activity-based curriculum for students with severe and multiple disabilities. These tools, the **Home Activities Interview (HAI)** and its curriculum counterpart, the **Parent Menu**, help you understand the purposes, administration procedures, data interpretation processes and appropriate activity recommendations that facilitate the individual education program (IEP) process.

Also presented here are three other assessment tools to collect information vital to IEP planning: **Parent-Significant Other Survey**, **Weekday Schedule** and **Weekend Schedule**. They play an important role in activity selection and complement the HAI and Parent Menu.

As you learn about a particular assessment tool, examples are provided as completed by teachers or parents. Each example is accompanied by an explanation and commentary on the recommendations that it made.

Included with reproducible forms at the end of this chapter are basic skills curricula from general education in reading, math, cognitive, science and health and social studies. They were developed for non-disabled children and are presented by competency level from preschool through upper elementary. They may be beneficial for some students with severe and multiple disabilities, either through direct embedded or natural instructional methods.

In addition to these curricula, there is a “sensory-motor development basic skills assessment.” Sternberg (1994) originally created this and it has been modified to fit the natural lifestyle learning model. It’s particularly appropriate for students with profound disabilities.

Activity-Based Assessment Materials

The Home Activity Interview (HAI)

The concept of these materials originated with Wilcox and Bellamy (1987a, 1987b). They conceived a catalog of activities in personal management and recreation/leisure that would be CA appropriate for adolescents and young adults with severe disabilities. This led to the development of the first series of HAIs by Wilcox and associates at The Institute for the Study of Developmental Disabilities at Indiana University (1992). These have been adapted to reflect the natural lifestyle learning model.

HAIs are available at the elementary, middle and high school levels. The HAI teacher should start with one that is CA appropriate for students, regardless of their intellectual age.

The Elementary School Level HAI

At the elementary level, there are four possible curriculum areas:

- Recreation/Leisure
- Personal Management
- Chores and Jobs
- Basic Skills

The first three are required for all students regardless of performance potential.

The most important thing to remember is that the student must be taught to participate in CA appropriate activities in these areas to achieve the six outcomes of instruction in the natural lifestyle learning model:

1. to access and use community resources and services,
2. establish and maintain social relationships,
3. make lifestyle choices,
4. personally manage for oneself,
5. recreate in the community, and
6. work in the community.

The elementary HAI (pgs. 37-43) adapted from the Center for School and Community Integration (CSCI, 1992) is a list of CA appropriate activities in the four areas mentioned, preceded by an HAI Summary (pg. 37).

Following this summary are form pages which make up the core assessment materials. Each curriculum area is divided into sub-categories followed by a listing of activities.

Recreation/Leisure is divided into subcategories of exercise, games/crafts/hobbies, events, media and other. Activities for exercise begin with team sports, riding a bike, jumping rope, etc.

Students with severe and multiple disabilities are taught to participate in chronologically age appropriate activities to achieve the six outcomes of natural lifestyle learning:

1. use of community resources,
 2. maintaining social relationships,
 3. making lifestyle choices,
 4. managing for oneself,
 5. recreating in the community,
 6. working in the community.
-
-

17-STEP ACTIVITY BASELINE WORKSHEET

Student: _____ Activity: _____ Location(s): _____ Dates: _____

Activity Analysis	Activity + / -	Discrepancy analysis	Strategies	To Do
17.				
16.				
15.				
14.				
13.				
12.				
11.				
10.				
9.				
8.				
7.				
6.				
5.				
4.				
3.				
2.				
1.				

29-STEP ACTIVITY BASELINE WORKSHEET

Student: _____ Activity: _____ Location(s): _____ Dates: _____

Activity Analysis	Activity + / -	Discrepancy analysis	Strategies	To Do
29.				
28.				
27.				
26.				
25.				
24.				
23.				
22.				
21.				
20.				
19.				
18.				
17.				
16.				
15.				
14.				
13.				
12.				
11.				
10.				
9.				
8.				
7.				
6.				
5.				
4.				
3.				
2.				
1.				

SOCIAL AND SAFETY SKILLS BASELINE CHECKLIST

Student: _____

SAFETY SKILLS CHECKLIST	Dates:										
1. Seeks assistance immediately if needed											
2. Ignores inappropriate comments and behaviors											
3. Negotiates traffic safely											
4. Stays out of dangerous and restricted areas											
5. Stays alert and uses caution as needed											
6. Is aware of surroundings and persons in environment											
7. Other (specify)											

Safety Skills Problem	Change Strategy
1.	_____
2.	_____
3.	_____
4.	_____

SOCIAL SKILLS CHECKLIST	Dates:										
1. Carries and retrieves needed items for activity											
2. Performs activity steps at an efficient rate											
3. Shows responsible independent behavior											
4. Interacts with peers/adults in an appropriate manner											
5. Exhibits self control and good behavior											
6. Effectively communicates needs											
7. Responds well to verbal directions											
8. Attends to personal belongings											
9. Dresses for weather and occasion											
10. Well groomed											
11. Other (specify)											

Social Skills Problem	Change Strategy
1.	_____
2.	_____
3.	_____
4.	_____

20-STEP DATA CATCHER

Name: _____ Activity: _____

CAP: _____% over _____ consecutive sessions (X) Missed steps - Circle (0) total # correct steps

	DATES:																					
20. _____	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19. _____	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18. _____	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17. _____	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16. _____	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15. _____	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14. _____	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13. _____	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12. _____	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11. _____	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10. _____	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9. _____	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8. _____	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7. _____	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6. _____	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5. _____	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4. _____	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3. _____	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2. _____	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1. _____	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

List adaptations used and/or steps modified: _____

If error occurs on same step ___ consecutive times, define the specific problem below and provide a strategy for correcting it:

Date	Problem or error type	Strategy for correcting problem or error
_____	_____	_____
_____	_____	_____
_____	_____	_____

30-STEP DATA CATCHER

Name: _____ Activity: _____

CAP: _____ % over _____ consecutive sessions (X) Missed steps - Circle (0) total # correct steps

	DATES:																																
30. _____	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
29. _____	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29	29
28. _____	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28
27. _____	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
26. _____	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
25. _____	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
24. _____	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
23. _____	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
22. _____	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
21. _____	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
20. _____	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19. _____	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18. _____	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17. _____	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16. _____	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15. _____	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14. _____	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13. _____	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12. _____	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11. _____	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10. _____	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9. _____	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8. _____	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7. _____	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6. _____	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5. _____	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4. _____	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3. _____	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2. _____	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1. _____	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

List adaptations used and/or steps modified: _____

If error occurs on same step ____ consecutive times, define the specific problem below and provide a strategy for correcting it:

Date	Problem or error type	Strategy for correcting problem or error
_____	_____	_____
_____	_____	_____
_____	_____	_____

LEAST PROMPTS ACTIVITY DATA CATCHER

Student: _____ Activity: _____

Performance Key: Blank = correct with no assistance
X = Needed assistance

Circle total number of steps performed correctly

Activity mastery performance criterion: _____ % over _____ consecutive sessions

Prompt level change criterion (complete when applicable): _____ consecutive trials

Correction procedure:

1 = stop immediately, 2 = go back in sequence prior to when error occurred, 3 = repeat with enough help to perform correctly, 4 = repeat step with less help, 5 = continue on to next step

Chaining strategy ("X" one): Whole task _____ Backward _____

Response prompt strategy ("X" one): Least-to-most Most-to-Least _____ Time Delay: P____C____

Prompts to be employed: ("X" #1 and up to two others):

1 = No assistance __, 2 = Non-specific verbal __, 3 = Gesture __, 4 = Visual __, 5 = Specific verbal __, 6 = Specific verbal and gesture __, 7 = Specific verbal and model __, 8 = Specific verbal and shadow __, 9 = Specific verbal and partial physical __, 10 = Specific verbal and full physical

Controlling prompt ("XX" one to identify)

Dates

Activity Step															
8															
7															
6															
5															
4															
3															
2															
1															

Step Adaptations/Modifications: _____

Error Analysis: If student makes _____ consecutive errors on training step, list the date and step, describe the student's step behavior, and detail a correction strategy.

Date	Step #	Student's Step Behavior	Correction Strategy
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

MOST-TO-LEAST PROMPTS ACTIVITY DATA CATCHER

Student: _____ Activity: _____

Performance Key: Blank = correct with no assistance
 X = Needed assistance

Circle total number of steps performed correctly

Activity mastery performance criterion: _____ % over _____ consecutive sessions

Prompt level change criterion (complete when applicable): _____ consecutive trials

Correction procedure:

1 = stop immediately, 2 = go back in sequence prior to when error occurred, 3 = repeat with enough help to perform correctly, 4 = repeat step with less help, 5 = continue on to next step

Chaining strategy ("X" one): Whole task _____ Backward _____

Response prompt strategy ("X" one): Least-to-most _____ Most-to-Least **X** Time Delay: P _____ C _____

Prompts to be employed: ("X" #1 and up to two others):

1 = No assistance _____, 2 = Non-specific verbal _____, 3 = Gesture _____, 4 = Visual _____, 5 = Specific verbal _____, 6 = Specific verbal and gesture _____, 7 = Specific verbal and model _____, 8 = Specific verbal and shadow _____, 9 = Specific verbal and partial physical _____, 10 = Specific verbal and full physical _____

Controlling prompt ("XX" one to identify)

	Dates														
Activity Step															
8															
7															
6															
5															
4															
3															
2															
1															

Step Adaptations/Modifications: _____

Error Analysis: If student makes _____ consecutive errors on training step, list the date and step, describe the student's step behavior, and detail a correction strategy.

Date	Step #	Student's Step Behavior	Correction Strategy
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TIME DELAY ACTIVITY PROMPTS DATA CATCHER

Student: _____ Activity: _____

Performance Key: Blank = correct with no assistance
X = Needed assistance

Circle total number of steps performed correctly

Activity mastery performance criterion: _____ % over _____ consecutive sessions

Prompt level change criterion (complete when applicable): _____ consecutive trials

Correction procedure:

1 = stop immediately, 2 = go back in sequence prior to when error occurred, 3 = repeat with enough help to perform correctly, 4 = repeat step with less help, 5 = continue on to next step

Chaining strategy ("X" one): Whole task _____ Backward _____

Response prompt strategy ("X" one): Least-to-most _____ Most-to-Least _____ Time Delay: P C _____

Prompts to be employed: ("X" #1 and up to two others):

1 = No assistance , 2 = Non-specific verbal _____, 3 = Gesture _____, 4 = Visual _____, 5 = Specific verbal _____, 6 = Specific verbal and gesture _____, 7 = Specific verbal and model _____, 8 = Specific verbal and shadow _____, 9 = Specific verbal and partial physical _____, 10 = Specific verbal and full physical _____

Controlling prompt ("XX" one to identify)

Dates

Activity Step															
8															
7															
6															
5															
4															
3															
2															
1															

Step Adaptations/Modifications: _____

Error Analysis: If student makes _____ consecutive errors on training step, list the date and step, describe the student's step behavior, and detail a correction strategy.

Date	Step #	Student's Step Behavior	Correction Strategy
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

INSTRUCTIONAL MONITORING FORM

Date: _____ Instructional Activity: _____
 Instructor: _____ Circle one: Group Individual
 Student(s): _____ Instructional site: _____
 _____ Response Prompt System: _____
 _____ Observer: _____

Time Sample (2-5 mins. each)	Instructional Cues Provided	Positive Behavioral Supports (PBS)	Error Correction Employed (EC)	Student Off-Task (total time)
Start:				
Stop:				
Start:				
Stop:				
Start:				
Stop:				
Start:				
Stop:				
Start:				
Stop:				
TOTAL TIME	TOTAL CUES (rate / min)	TOTAL PBSs (+ rate / min)	TOTAL ECs (rate / min)	OFF-TASK % of Total Time

Comments:

Instructor goal:

Action plan:

